

PRIVATE SECONDARY EDUCATION IN
THE ASSOCIATION OF COLLEGES
AND SECONDARY SCHOOLS OF
THE SOUTHERN STATES

BY
ROTHWELL WILCOX

A DISSERTATION
submitted to the Board of University Studies of The Johns Hopkins University
in conformity with the requirements for the degree of
Doctor of Philosophy

MARCH, 1930

BALTIMORE
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DEDICATION

To a certain Virginian who accepted an engagement ring from me on Friday, announced our engagement on Saturday and returned the ring to me on Sunday—My wife.



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Except for the help of my wife there would have been no dissertation.

INTRODUCTION

The writer has been associated with the private schools of the South for eighteen years. He had the good fortune to begin his work with Headmasters S. J. and J. P. McCallie of the McCallie School, Chattanooga, Tenn., where he remained for ten years as Associate Headmaster. He also had the privilege of beginning his own venture as head of The Darlington School under the tutelage of Dr. J. Ross McCain, now President of Agnes Scott College, and in conjunction with J. P. Cooper, Headmaster E. L. Wright and Associate Headmaster Horton Askew. These years have not only brought fine, rich associations with splendid men and boys but the conviction that the private school has a real educational mission to perform.

No one conversant with the private school situation in the South will dissent from the opinion that many phases of our work need study and readjustment. If the present work shall accomplish anything in stimulating activity in those directions its objective will have been attained.

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CHAPTER I

PROBLEM, SOURCES AND METHOD, PLAN, DEFINITIONS

The present study is limited to Private Secondary Education in the Association of Colleges and Secondary Schools of the Southern States. Only those schools listed in the 1928 Yearbook of the Southern Association¹ are included. The fact that official records were accessible for a study of these particular schools constitutes the reason for the delimitation. It is regretted that many superior private schools of the South are omitted because similar information about them was not available.

SOURCES AND METHOD

The Executive Committee of the Southern Association placed the official private secondary school records of the Association at the writer's disposal. The Chairmen of the several Southern States cooperated in the study to the extent that all of the state records were forwarded to The Johns Hopkins University for use, and much additional information that was asked for was freely given.

In order to supplement the information given in the official records, a private questionnaire was sent to all of the member schools. One hundred twenty-two schools, approximately 75 per cent of the total 163 schools, answered this questionnaire.

The Registrar of The Johns Hopkins University, R. N. Dempster, secured the catalogues from 143 member schools, approximately 88 per cent of the total.

The writer visited 50 of these schools approximately 31 per cent of the total. Twelve outstanding private schools of America were studied in order to secure standards of comparison.

From the official records information was obtained for determining how well the private schools comply with the

¹ Pp. 98-148.

standards of the Association. From the private questionnaire, the catalogues and inspections, much additional information was obtained concerning the member schools.

The name and location of the member schools, the several classifications of the schools, those that were visited and those from whom the catalogues and answers to the private questionnaire were received are given in the appendix.

A selected bibliography also is given in the appendix.

PLAN OF THE STUDY

There are twelve chapters in the study dealing with the following subjects:

1. Problems, Sources and Method, Plan, Definitions.
2. Some Facts about the Southern Private Schools.
3. The Southern Private School and the Health Problem.
4. Efficiency of Instruction in the Southern Private School.
5. The Southern Private School and the Home.
6. The Vocational Guidance Objective in the Southern Private School.
7. The Southern Private School and the Citizenship Objective.
8. The Worthy Use of Leisure Objective in the Southern Private School.
9. Religious Training and the Formation of Ethical Character in the Southern Private School.
10. Some Problems and Claims of the Southern Private School.
11. The Private Schools and the Southern Association.
12. Conclusions.

A great many pertinent facts are presented and some clear cut conclusions have been arrived at. However, it will be apparent to the reader that many questions are raised that are not answered. Either the lack of available information precluded answering them fully or space and time prevented such an attempt.

The study is not primarily an historical one. The historical material that is presented is largely incidental. The period of

which intensive study has been made includes only the school years 1924-25 through 1928-29. Headmaster E. L. Wright² has made substantial investigations on the historical phase of Private Secondary Education in America. A preliminary sketch of this work has been accepted by the Faculty of the Graduate School of the University of Virginia, but as yet the monograph is unpublished.

EXPLANATIONS OF TERMS USED

Wherever the term "Catholic Schools" is used reference is made to schools that are under Roman Catholic control.

The term "Church Schools" is used to indicate Catholic and Protestant schools. These classifications were made almost entirely from information obtained from the private questionnaire and the catalogues of the member schools. Whenever doubt existed about the classification, confirmation was sought from the Handbook of American Private Schools,³ The American Educational Directory⁴ and The Official Catholic Directory.⁵

"Boarding Schools" include all schools that have a boarding department regardless of the relative size of the boarding and day departments.

"Military Schools" and "Semi-Military Schools" are grouped together. An attempt was made to separate the two classifications but in so many cases it was impossible to tell even how the school classified itself that the attempt was abandoned. Occasionally a school is referred to as "semi-military." This is done only where the school so denominated itself on the private questionnaire.

"Private Venture Schools" are those that actually or theoretically run for private financial gain. This classification was compiled almost entirely from information received either on

² Darlington School, Rome, Ga.

³ Sargent, Porter, Handbook of American Private Schools, 1927-1929. Boston: Porter Sargent, 1928.

⁴ Patterson, H. L., American Educational Directory. Chicago: American Educational Company, 1928.

⁵ The Official Catholic Directory, P. J. Kenedy & Sons, New York, 1928.

the private questionnaire or from the catalogues of the schools. Wherever doubt existed confirmation was sought in the same sources as were indicated under the heading "church schools."

"Schools Associated with Institutions of Higher Learning" include demonstration schools like the Peabody Demonstration School, the high school departments of Junior Colleges as the Marion Institute and schools that belong to a system that includes both secondary and higher education, as the Randolph-Macon Academy.

CHAPTER II

SOME FACTS ABOUT THE SOUTHERN PRIVATE SCHOOLS

THE PRIVATE MEMBER SCHOOLS AND THE STANDARDS OF THE SOUTHERN ASSOCIATION

Part I, General.¹

There are 163 private secondary schools listed as members of the Association of Colleges and Secondary Schools of the Southern States in the 1928 Yearbook of the Association.²

Geographical Distribution of Schools

These schools are distributed geographically as follows: Alabama 12, Florida 8, Georgia 15, Kentucky 31, Louisiana 10, Mississippi 4, North Carolina 16, South Carolina 6, Tennessee 27, Texas 15, Virginia 19.

*Dates of Foundation*³

Seventeen of the member schools were founded before 1850. Ursuline Academy, New Orleans, La., was founded in 1727; Salem Academy, Winston Salem, N. C., 1772; Shenandoah Valley Military Academy, Winchester, Va., 1785; Bethel Academy, Wilmore, Ky., 1790; Nazareth Academy, Nazareth, Ky., 1814; St. Vincent Academy, St. Vincent, Ky., 1820; St. Catherine of Siena Academy, St. Catherine, Ky., 1822; St. Catherine Academy, Lexington, Ky., 1823; Science Hill School for Girls, Shelbyville, Ky., 1825; Spring Hill High School, Spring Hill, Ala., 1830; Columbia Institute, Columbia, Tenn., 1835; Episcopal High School, Alexandria, Va., 1839; Marion Institute, Marion, Ala., 1842; St. Mary's

¹ Information for the compilation of statistics in this chapter came from the official records of the Southern Association, unless otherwise specifically stated.

² 1928 Yearbook, Association of Colleges and Secondary Schools of the Southern States, pp. 66-147.

³ Information from the 1928 catalogues and the private questionnaire.

School, Raleigh, N. C., 1842; Kentucky Military Academy, Lyndon, Ky., 1843; Baylor Academy, Belton, Tex., 1845; Jesuit High School, New Orleans, La., 1847. Of the remaining schools, 27 were founded between 1850 and 1874; 45 between 1875 and 1899; 33 between 1900 and 1909; 19 between 1910 and 1919; 12 between 1920 and 1928. The dates of foundation are not given in 10 of the 1928 catalogues.

Dates of Admission into Southern Association

Table 1 shows the dates of admission of the schools into the Southern Association.

TABLE 1
DATES SCHOOL ACCREDITED BY SOUTHERN ASSOCIATION

Year	No. Schools	Year	No. Schools	Year	No. Schools
1897	4	1913	15	1921	7
1898	1	1914	3	1922	11
1899	2	1915	2	1923	12
1900	1	1916	4	1924	14
1909	1	1918	4	1925	20
1910	1	1919	4	1926	15
1911	3	1920	10	1927	16
				1928	13

*Church Schools*⁴

There are 37 Catholic schools with a total enrollment of 4453; 15 Methodist schools with a total enrollment of 1703; 14 Baptist schools with an enrollment of 1275; 11 Presbyterian schools with an enrollment of 1177; 11 Episcopal schools with an enrollment of 751; 1 Moravian school with an enrollment of 80; 1 Congregational school with an enrollment of 98. There are 73, approximately 45%, of the schools not affiliated with a particular church, although some of these schools have strong denominational leanings. The church schools comprise approximately 55% of the total number of schools and have approximately 47% of the total enrollment. The enrollment given includes grades 7, 8, 9, 10, 11 and 12, only.

⁴ Information from 1928 catalogues and the private questionnaire.

*Boys, Girls, Coeducational Schools*⁵

There are 63 schools for boys with a high school enrollment of 8983, 62 schools for girls with a high school enrollment of 5623 and 38 coeducational schools with a high school enrollment of 5709.

Military, Semi-Military, Non-Military Schools for Boys

Among the schools for boys, there are 36 military and 27 non-military schools.

*Boarding Schools*⁵

One hundred twenty-nine of the schools have boarding departments, although in many cases the proportion of boarders to the entire student body is relatively small.

*Profit Making Schools*⁵

Thirty-seven of the schools are private venture schools and theoretically make a profit on their investment, whether they actually do or not.

Schools Associated with Universities, Colleges, or Junior Colleges

Sixty-seven of the schools are associated with some university, college or junior college. In some cases these colleges and junior colleges are not members of the Association. Some of the secondary schools of this classification serve as demonstration schools.

Part II. Organization.

Article IV, Standard A, of the Association reads as follows :

No school shall be accredited which does not require for graduation the completion of a four-year high school course of study embracing sixteen units as defined by this Association. A unit represents a year's study in any subject in a secondary school, constituting approximately

⁵ Information from 1928 catalogues and the private questionnaire.

a quarter of a full year's work. More than twenty periods per week should be discouraged. An academic year is defined as not less than 175 days, during which the school is actually in session, exclusive of holidays. This shall include in the aggregate not less than the equivalent of 120 sixty-minute hours of classroom work, two hours of shop or laboratory work being equivalent to one hour of prepared classroom work. More than twenty periods per week of academic subjects or twenty-five periods including vocational subjects, exclusive of choral music and physical training, should not be permitted except in cases of pupils who have demonstrated superior ability through previous scholastic achievement, which group shall not exceed 15 per cent of the enrollment.⁶

Requirements for Graduation

Table 2 shows the units required by the schools for graduation:

TABLE 2		
UNITS REQUIRED FOR GRADUATION		
Number of schools requiring 15 units for graduation		7
Number of schools requiring 16 units for graduation	134	
Number of schools requiring 17 units for graduation	5	
Number of schools requiring 18 units for graduation	8	
Number of schools requiring 19 units for graduation	4	
Number of schools requiring 21 units for graduation	1	
Number of schools requiring approval by college of student's choice	1	
Number of schools where information was not available	3	
	Total	163

It will be noticed that seven of the schools require only 15 units for graduation, and in this respect do not meet the foregoing standard of the Association.

Days School in Session

Table 3 shows the actual number of days the schools are in session.

Twelve member schools, as shown in the table, do not meet the requirement of the Association in regard to the number of days they are in session. Most of these schools, however, compensate by having lengthened class periods, above the minimum time required by the Association.

⁶ The standards of the Association are published in all the Yearbooks.

TABLE 3

NUMBER DAYS SCHOOLS ARE IN SESSION			
Number Days School Is in Session	Number Schools Where Condition Is True	Number Days School Is in Session	Number Schools Where Condition Is True
165	1	181	1
168	1	182	1
170	7	185	2
173	1	186	3
174	2	192	2
175	37	196	1
176	12	200	1
177	5	203	1
178	13	205	1
179	6	237	1
180	59	252	1
		315 [†]	1
Number of schools not giving the information			3
Total			163

Number of Weeks Schools Are in Session

A large majority of the schools, 128 out of a total of 163, have the school year of 36 weeks.

TABLE 4

NUMBER WEEKS SCHOOLS ARE IN SESSION			
Number Weeks	Number Schools Where Condition Is True	Number Weeks	Number Schools Where Condition Is True
32	2	38	9
33	1	39	0
34	4	40	5
35	5	48	1
36	128		
37	8		
Total			163

Number Periods in School Day

Schools having six and seven periods a day comprise approximately 75 per cent of the total.

TABLE 5

NUMBER CLASS PERIODS IN SCHOOL DAY			
Number of Periods in School Day	Number Schools Where Condition Is True	Number Periods in School Day	Number Schools Where Condition Is True
4	2	8	21
5	10	9	2
6	60	10	2
7	63		
Number Schools that did not furnish information			3
Total			163

[†] A study of the catalogue of the school answering 315 days indicates that every day from the opening of the school until the close was counted.

Net Length of Class Period

Approximately 72 per cent of the schools have the length of their class periods between 40 and 50 minutes.

TABLE 6
NET LENGTH OF THE USUAL CLASS PERIOD

Length of Class Period in Minutes	Number Schools Where Condition Is True
40-44	42
45-49	76
50-54	21
55-59	13
60-64	9
75-79	2
Total	163

Time Devoted to Science

The official records show that 148 schools devote seven 45-minute periods a week, or the equivalent, to each science; 11 schools do not, and information for 4 schools is missing.

It was impossible to ascertain from the records the length of time per week devoted to laboratory work. As a rule, the schools gave the length of each laboratory period but they did not indicate the number of periods a week for each science.

Records

All of the 163 schools testify that their attendance and scholarship records "are accurately kept and fully preserved."

One hundred forty-eight of the schools say that they could furnish all students with a full and complete transcript of their high school record. Information on this subject was missing from 15 schools.

Table 7 shows the dates from which the schools say their records are complete.

State Approval

Article X of the Association reads:

Schools on the Southern list must be in the highest class of schools as officially listed by the proper authorities of the state.

One hundred forty-nine institutions are in the highest class of schools as listed by their state authorities, three schools are not, two answered that they did not know and nine schools did not give any information.

TABLE 7
DATE COMPLETE SCHOOL RECORDS

Date	Number of Schools Answering
Prior to 1890	5
Between 1890-1895	3
" 1895-1900	4
" 1900-1905	16
" 1905-1910	18
" 1910-1915	33
" 1915-1920	33
" 1920-1925	25
" 1925-1930	4
Information lacking	22
Total	163

Part III. Students.

The total enrollment of the 163 private secondary schools, 7th to 12th grades inclusive, for 1928 was 20,315. The average enrollment was approximately 125 students. These figures include the 7th grade through the high school.

Pupil Distribution by Grades

The 1928 records show that there is an increase in the enrollment in the private school from the 7th to the 11th grades. The 12th grade enrollment is less than that of the 9th, 10th, and 11th grades but greater than that of the 7th or 8th. These facts indicate that many of the private school pupils come into these schools for their later years of high school work only. The reason that there is a falling off of enrollment in the 12th grade is probably due to the fact that many of the schools do not go beyond the 11th grade. Table 8 shows the pupil distribution by grades.

TABLE 8
PUPIL DISTRIBUTION BY GRADES

Grades	Enrollment
7	1098
8	2046
9	4554
10	4681
11	4896
12	3040
Total	20,315

Pupil-Teacher Ratio

Article IV, Standard I, of the Association reads:

All schools whose records show an excessive number of pupils per teacher, as based on the average number belonging (on October 1), even though they may technically meet all other requirements will be rejected. The Association recognizes thirty as maximum.

A majority of the schools have a pupil-teacher ratio of 15 pupils, or less, to each teacher. The records do not reveal a single school of the 150 giving information that had a ratio of more than thirty pupils to a teacher. Table 9 gives detailed information on this subject.

TABLE 9
PUPIL-TEACHER RATIO

Pupil-Teacher Ratio	Number of Schools Where Condition Is True	Pupil-Teacher Ratio	Number of Schools Where Condition Is True
4-1	1	16-1	14
5-1	6	17-1	2
6-1	4	18-1	6
7-1	9	19-1	4
8-1	9	20-1	9
9-1	3	21-1	5
10-1	15	22-1	1
11-1	5	23-1	3
12-1	9	24-1	3
13-1	9	25-1	1
14-1	11	26-1	2
15-1	15	27-1	1
		28-1	2
		30-1	1
		Number of schools not answering	13
		Total	163

Class Enrollment in Excess of 30 Pupils

There were 29 member schools in 1928 that had one or more classes with more than 30 pupils. There were 126 schools in which no class exceeded 30 pupils. Information was lacking from 8 schools.

Number of Pupils Carrying Under Four Studies

Nine hundred twenty-nine, approximately 5%, of the students carry a schedule under four studies. Over half, 512, of

these students, however, are confined to 5 schools (Sacred Heart Academy, Tampa, Fla. ; Washington Seminary, Atlanta, Ga. ; Academy of the Sacred Heart, New Orleans, La. ; Holy Cross Academy, New Orleans, La. ; St. Leo Academy, St. Leo, Fla.).

Number of Pupils Carrying Five or More Studies

Three thousand five hundred seventy-six students, approximately 18%, of the students carry a schedule of 5 or more studies. The military schools as a class have a high percentage of their students in this category. One school lists its entire student body under this head.

Part IV. Faculty

Article IV, Standard B, reads :

The minimum scholastic attainment required of the faculty of any accredited secondary school on the southern list is that not less than 75 per cent of the total number of teachers, including the superintendent, principal, teachers of academic subjects, Agriculture and Home Economics, shall hold the bachelor's degree from a college approved by the Association. Teachers should have had professional training or at least one year's experience in teaching. (Professional training includes courses in psychology, methods and principles of teaching, history of education, observation and directed teaching, tests and measurements, etc.) After September 1, 1927, beginning teachers and principals must have had 12 semester hours in professional training. Beginning teachers (1928 and thereafter) are required to have at least three years of college training above high school graduation. (A semester hour is based on not less than 15 hours of standard classroom recitation.)

Graduates of Standard Colleges

In 64 schools 100% of the faculty members in 1928 were graduates of standard colleges; in 19 schools between 90% and 100% were graduates; in 59 schools between 80% and 90% were graduates; in 15 schools between 75% and 80% and, in 4 schools only, less than 75% of the faculty members were graduates from standard colleges. Information was lacking from 2 schools.

Beginning Teachers

One hundred fifty-three schools meet the requirements for beginning teachers; one school does not. Information was lacking for nine schools.

Teaching Load

Article IV, Standard C, reads:

The maximum teaching load of any teacher shall be 750 pupil-periods per week with not more than six daily recitations. The Commission will scrutinize with extreme care any school in which instructors teach as many as six daily periods. In interpreting this standard, a double period in laboratory, shop, or two periods of study room supervision shall be counted as the equivalent of one recitation period, provided that no combination of such work amounting to more than thirty-five periods a week is required of any teacher. The minimum length of a recitation period shall be forty minutes in the clear.

There are 8 member schools where there are teachers who teach more than six classes a day. There are 47 schools where there are teachers who teach six classes a day; approximately 40% of the teachers of these schools have the six class schedule daily. In a majority of schools the teaching load is five classes a day or less.

Salaries

Article IV, Standard K, of the Association reads:

The Commission recommends \$1000 as the minimum salary for teachers.

Full information on salaries was available for only 74 schools. This relatively small number is due in part to the fact that teachers in the Catholic schools, as a rule, do not receive a stipulated salary and in part to the fact that the states evidently were not insistent upon this question being answered. The private questionnaire revealed that 25 of these schools furnished room and board to their teachers, in addition to the amount that the records of the Association show was paid them. When this was the case \$400 was added to the amount of the annual salary of the teacher who received this compensation.

The average salary paid to the teachers of these 74 schools was \$1937, approximately double the amount recommended by the Association as minimum.

Leaves of Absence

Eight schools of the 122 answering the private questionnaire indicate that they grant leaves of absence, with full or

part pay, to teachers who are in their service for a term of years, usually seven.

Other schools grant an allowance to their teachers for summer study.

Retirement

Four non-Catholic schools have made some financial provision for the retirement of their teachers. The Catholic Orders care for their teachers when they are no longer able to carry on their work.

Part V. Library.

Article IV, Standard D, Section 2, reads:

The library should have 500 volumes exclusive of duplicates and government publications.

Separate Room

The library occupies a separate room in 148 of the schools; in 9 schools this is not the case; six schools did not give information on this subject.

Card Index

The libraries of 118 schools are card indexed, 33 are not. Information was lacking on 12 schools.

Librarian

The librarian is employed for full-time in 58 schools, for part-time in 84. Twenty-one schools have neither a full-time nor a part-time librarian.

Hours Open

Over half of the libraries are open eight hours a day or longer. Table 10 gives detailed information.

TABLE 10
HOURS LIBRARY OPEN

Hours per Day	Less Than 2	2 to 4	4 to 6	6 to 8	8 to 10	10 to 12	12 to 14	14 to 16	No Infor- ma- tion
No. schools where condi- tion is true	3	12	15	29	30	5	50	3	16

Town Library

One hundred sixteen of the schools have full access to the library of the town in which they are located or have college library facilities.

Amount Spent Annually for Library

Table 11 indicates the amount spent by the member schools annually on their library.

TABLE 11

AMOUNT SPENT ANNUALLY FOR LIBRARY							
Amount	Less Than \$100	\$100-\$199	\$200-\$299	\$300-\$399	\$400-\$499	\$500-\$599	\$600-\$699
No. schools where condition is true	13	36	33	12	1	23	1
Amount	\$700-\$799	\$800-\$899	\$900-\$999	Above \$1000	No Information		
No. schools where condition is true	1	2	2	5	34		

Number Current Magazines

Table 12 indicates the number of current magazines subscribed for by the member schools.

TABLE 12

NUMBER CURRENT MAGAZINES								
No. Subscribed for	Less Than 10	10-19	20-29	30-39	40-49	50-59	Above 100	No Information
No. schools where condition is true	46	57	26	8	3	10	4	9

General, English, History, Science Volumes

Table 13 gives the number of General, English, History and Science volumes in the libraries of the member schools.

Total Number of Volumes

Table 14 gives the total number of volumes, exclusive of government documents, in the libraries of the member schools.

TABLE 13
GENERAL, ENGLISH, HISTORY, SCIENCE VOLUMES

	General Volumes	English Volumes	History Volumes	Science Volumes
Less than 100	8	4	15	61
100-199	25	14	32	37
200-299	11	18	26	11
300-399	6	16	19	10
400-499	7	12	11	6
500-999	33	38	25	10
1000-1999	12	23	6	2
2000-2999	5	4	6	1
3000-4999	2	6	1	1
5000-9999		1		
Above 10,000	1			

TABLE 14
TOTAL NUMBER VOLUMES IN LIBRARY

	Less Than 500	500 to 999	1000 to 1999	2000 to 2999	3000 to 3999	4000 to 4999	5000 to 9999	Above 10,000	No In- forma- tion
No. schools where condi- tion is true	2	27	40	31	19	13	16	9	6

Only two schools fall below the requirement of the Southern Association on the number of volumes required.

Part VI. Value of Equipment.

Article IV, Standard D, Part I, reads:

The laboratory and library facilities shall be adequate for the needs of instruction in the courses taught.

The fact that many of the schools do not offer work in a particular course explains the small number of schools listed in some of the tables.

TABLE 15
VALUE, MANUAL ARTS AND MECHANICAL DRAWING

	Less Than \$100	\$100 to \$499	\$500 to \$999	\$1000 to \$4999	\$5000 to \$9999	Above \$10,000
No. schools where condi- tion is true	3	10	3	8	7	2

Tables 15 to 23 give the estimated value of school equipment, exclusive of furniture, in the departments specified.

One school values its manual arts and Mechanical Drawing equipment at \$80,000.

TABLE 16

VALUE HOME ECONOMICS EQUIPMENT

Value	Less Than \$100	\$100 to \$499	\$500 to \$999	\$1000 to \$4999	\$5000 to \$9999	Above \$10,000
No. schools where condi- tion is true	1	16	20	27	3	1

TABLE 17

VALUE COMMERCIAL EQUIPMENT

Value	Less Than \$100	\$100 to \$499	\$500 to \$999	\$1000 to \$5000
No. schools where condi- tion is true	0	14	22	32

TABLE 18

VALUE OF AGRICULTURAL EQUIPMENT

Value	Less Than \$100	\$100 to \$499	\$500 to \$999	\$1000 to \$4999	Above \$10,000
No. schools where condi- tion is true	1	5	4	0	3

TABLE 19

VALUE GENERAL SCIENCE EQUIPMENT

Value	Less Than \$100	\$100 to \$499	\$500 to \$999	\$1000 to \$4999	Above \$10,000
No. schools where condi- tion is true	4	45	7	5	1

TABLE 20

VALUE BIOLOGY EQUIPMENT

Value	Less Than \$100	\$100 to \$499	\$500 to \$999	\$1000 to \$4999	\$5000 to \$9999	Above \$10,000
No. schools where condi- tion is true	0	44	18	18	3	2

TABLE 21

VALUE PHYSICS EQUIPMENT

Value	Less Than \$100	\$100 to \$499	\$500 to \$999	\$1000 to \$4999	\$5000 to \$9999	Above \$10,000
No. schools where condi- tion is true	1	28	32	35	6	2

TABLE 22

VALUE CHEMISTRY EQUIPMENT

Value	Less Than \$100	\$100 to \$499	\$500 to \$999	\$1000 to \$4999	\$5000 to \$9999	Above \$10,000
No. schools where condi- tion is true	1	28	29	48	7	3

TABLE 23

VALUE MAPS AND CHARTS

Value	Less Than \$100	\$100 to \$499	\$500 to \$999	\$1000 to \$4999	\$5000 to \$10,000
No. schools where condi- tion is true	27	99	13	3	2

Maps

No compilation of data on the number of historical, political, physical or outline maps was made because of the difficulty in evaluating the different sets. The schools seem well supplied in this regard.

Part VII. Income.^a

Table 24 shows the school charges that are made by 90 boarding schools. The amounts given do not include the spending money allowance for students that is mentioned in some catalogues or the charges for uniforms that are mentioned in most of the catalogues of the military schools. In many of the schools where the charges are very low, work is required by the students in addition to the stipulated money payment.

TABLE 24

BOARDING SCHOOL CHARGES

Charge	No. Schools Where Condition Is True	Charge	No. Schools Where Condition Is True
Less than \$100	1	\$800- \$899	9
\$100-\$199	5	\$900- \$999	7
\$200-\$299	9	\$1000-\$1099	2
\$300-\$399	8	\$1200-\$1299	2
\$400-\$499	11	\$1500-\$1599	1
\$500-\$599	11		
\$600-\$699	10		
\$700-\$799	14		

^a Information from 1928 catalogues and private questionnaire.

Table 25 gives the tuition charges of 105 schools for day students.

TABLE 25
TUITION CHARGES FOR DAY STUDENTS

Charge	No. Schools Where Condition Is True
Less than \$100	38
\$100-\$199	40
\$200-\$299	21
\$300-\$399	4
\$400-\$499	1
\$500-\$599	1

*Gifts and Endowments*⁹

Only 5 schools of the 122 answering the private questionnaire indicate that they have a permanent endowment. Forty-five of the 122 schools have some income outside of fees charged. The church schools usually have a few thousand dollars annually from their denominations, but the amounts vary to such an extent that a compilation did not seem practicable. Some of the schools are integral parts of a college system and receive such support as is necessary for maintenance. A few of the schools have an income from rentals. In one case this item amounts to \$100,000 a year.

In many cases the member schools have received gifts of property, buildings and equipment that are quite substantial but are not income producing, except as they affect tuition charges.

⁹ Information from private questionnaire.

CHAPTER III

THE SOUTHERN PRIVATE SCHOOL AND THE HEALTH PROBLEM

HEALTH DEFINED

On the cover of the Government pamphlet "Diet for the School Child"¹ is written, "Every child has a right to be as healthy as present knowledge can make him."

Health has been defined as the condition of body and mind in which sufficient energy is available for the performance of a full day's work and a full day's play—and that abundantly, without friction and without depletion.² Some such definition must serve as the ideal of the school. It will also constitute the particular responsibility of the boarding school.

THE HEALTH PROGRAM

The health program must necessarily include items pertaining to the site of the school, the buildings, sanitation, personal hygiene, mental hygiene, social hygiene, recreational facilities, health instruction, and the habits and condition of students as they affect both the individual and the group. In addition the boarding school program must include physical examinations, steps towards prevention of disease, the proper care of the sick, matters of diet, and the like.

THE SCHOOL PLANT

Article V, Standard E, of the Association reads:

The location and construction of the buildings, the lighting, heating and ventilation of the rooms, the nature of the lavatories, corridors, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both pupils and teachers.

¹Health Education Pamphlets, Bureau of Education, Washington, 1919.

²Averill, Lawrence Augustus, Educational Hygiene, Houghton Mifflin Co., New York, 1926, p. 1.

The questions asked by the Association are:

- (1) For what number of students was the present building designed?
- (2) Is the building at present notably overcrowded?
- (3) Is the building thoroughly safe and hygienic?
- (4) When was present building constructed?
- (5) Value when constructed?

The records of the Association reveal that in no case among the private schools are the buildings notably overcrowded and that in over 98 per cent of the cases the student body is not in excess of the number for which the buildings were originally designed.

One hundred sixty-one of the one hundred sixty-three schools answer that the buildings are thoroughly safe and hygienic.

Different units of the several schools were built at such divergent dates that a compilation of the data in answer to question 4 is not practicable.

Since the values of the school buildings erected at such irregular intervals do not reveal the value of the school plant today, no compilation of this information was made.

STANDARDS FOR SCHOOL PLANT

In the choice of criteria for the physical plant the author has depended largely on Strayer and Englehardt,³ Barrow,⁴ Bamberger,⁵ and the South Carolina High School Manual,⁶ in addition to the criteria that have been set up by the Southern Association.

No attempt was made to evaluate technical phases of building when the schools were inspected, but only such details as could easily be seen or ascertained about the plant were noted; such things as a supervisor would take into

³ Strayer, G. D. and Englehardt, N. L., *Standards for High School Buildings*, Teachers College, Columbia University, New York, 1924.

⁴ Barrow, Alice, *Changing Conceptions of the School Building Problem*, Bureau of Education, Washington, Bulletin No. 20, 1929.

⁵ Bamberger, Florence E., *General Standards of Supervision*, Unprinted manuscript.

⁶ *High School Manual*, Department of Education, State of South Carolina, 1927.

consideration in appraising a school or a careful parent would want to know before he selected an institution for his son or daughter.

SITE

Most of the Southern Private Schools visited by the author have attractive natural sites. Many of the schools have done a great deal to beautify and improve their campuses; some, however, give the distinct impression that funds are not available for proper maintenance. About a third of the schools visited compare favorably in appearance and location with the better Eastern Schools.

ORIENTATION

A majority of the schools visited have an east or a west exposure for their classrooms. The shops and laboratories in some of the schools are in basements that are poorly lighted.

FENESTRATION

In a large majority of the schools visited the windows are on one side of the classroom only. The window space in most instances is adequate.

FIRE PROTECTION

Thirty-six of the member schools stated on the private questionnaire that they have fire-proof buildings.

SCREENS

Approximately two-thirds of the boarding schools have their dormitories screened, according to the questionnaires answered.

LIGHTING

Only a small minority of the schools visited have the indirect lighting system, although many have the semi-direct.

CORRIDORS, STAIRWAYS AND EXITS

The corridors in practically all of the schools visited are sufficiently wide. The stairs in a majority of these schools are

not fire-proof or sound proof. The exits are not always ample for adequate protection in emergencies and the doors in some cases do not open outward.

TOILETS

The main toilets in about a third of the schools visited are located in the basements of the school where it is not possible for them to receive sufficient sunlight. For the most part, however, the sanitation of the schools in regard to toilets is good.

INSPECTIONS

Approximately two-thirds of the boarding schools say that inspections are made of their living quarters, dining room, kitchen, toilets and premises every day.

VENTILATION AND TEMPERATURE

Few of the schools visited had any ventilating system, except that furnished by opening and shutting windows. The temperature that a majority of schools attempt to maintain is between 68 and 70 degrees.

SEATS

Only a small number of schools visited have adjustable seats for their students.

CLASSROOMS AND LABORATORIES

The classrooms in most of the schools visited were designed for small classes. There were evidences that in some cases the number of pupils in the class exceeded the number for which the classroom was designed.

WATER

Eighty-two of the 122 schools answering the private questionnaire say that they have their water examined regularly. Forty-one of the schools have a private chlorinating system.

MILK

Regular examination of milk is made in 84 of the 95 boarding schools answering the private questionnaire.

SEWAGE AND GARBAGE

One-tenth of the boarding schools indicate that their disposal of sewage and garbage could be improved upon.

PHYSICAL EXAMINATIONS

Forty-eight of the 95 boarding schools answering the questionnaire give the student a physical examination on entrance; 16 give a physical examination at the end of the year; and 15 give, in addition to the examination on entrance and at the end of the year, two physical examinations during the year.

RECOMMENDATIONS OF SCHOOL PHYSICIAN

In 43 of these 95 boarding schools answering the private questionnaire the school physician recommends exercise restrictions to a student where it is deemed advisable; in 41 the school physician recommends corrective diet; in 27 he recommends posture corrections and in 48 he recommends to the school and parents the medical attention that the student needs.

PERSONNEL AND EQUIPMENT FOR ATTAINING THE HEALTH OBJECTIVE

Fifty-three of the 95 boarding schools answering the questionnaire have a resident trained nurse; 40 a resident physician; 41 state that they have a modern infirmary; 45 that they have isolation wards for contagious diseases, 61 that they have easy access to a good hospital and 14 that they have easy access to a good psychiatric clinic.

HEALTH REQUIREMENTS BEFORE ENTRANCE

Twenty-one of the 95 boarding schools answering the questionnaire require the student's family physician to give pertinent information regarding the student's health prior to his

entering school; 19 have the student's parents give his health history; 38 require vaccination against smallpox; 17 require inoculation against typhoid fever; 2 require the Schick test. Thirty-one of these schools ask that all dental work be attended to before the student leaves home. None of the schools indicates that it requires the Dick test to be made before the student enters school. In many cases where certain preventative measures against sickness are not required they are strongly advised.

NOTIFICATION OF PARENTS IN CASE OF SICKNESS

Most of the catalogues of the member schools stress the fact that parents will be notified immediately when their sons or daughters are sick.

HEALTH INSTRUCTION

Forty-two of the 95 boarding schools answering the questionnaire give formal courses in personal hygiene. Many of the other schools, according to their catalogues, give lectures and informal talks on this subject.

Keine⁷ sets up four objectives in health teaching:

(1) To establish health habits and standards, emphasizing acts rather than knowledge; (2) to instil a working knowledge of practical facts relating to cleanliness and sanitation, food, fresh air, exercise, rest, sleep, and the causes of preventable diseases and the means of checking them; (3) to build ideals regarding health, beauty, and service for self, school, and community that will result in better living; (4) to develop the individual's sense of his personal responsibility, not only for his own health but for that of the community in which he resides, and to set up for the community standards of health.

Chapman and Counts⁸ in the chapter "Health and Education" state, "The program here involves the threefold task of forming habits, imparting information and developing a sense of obligation."

In "Health for the School Child"⁹ practically the same objectives are set forth: "The aim of health training and

⁷ Keine, Charles H., *The Physical Welfare of the School Child*, Houghton Mifflin Co., New York, 1929, p. 307.

⁸ Chapman, Crosby J. and Counts, George S., *Principles of Education*, Houghton Mifflin Co., New York, 1924, p. 209.

⁹ *School Health Studies No. 1*, Department of the Interior, Bureau of Education, 1923, p. 15.

instruction should be to assure healthful living by (1) the formation and practice of habits essential to health, (2) the acquisition of knowledge necessary to health, and (3) the development of right attitudes and ideals with regard to health both physical and mental." The same study (pp. 15-16) goes a little more into detail as to the content of a course in Health Instruction stating:

(1) Modern hygiene is positive rather than negative. The mental attitudes developed during training are especially important.

(2) Health training and instruction should be carefully adapted to the states of physiological and psychological development of children.

(3) Throughout school life health should be one of the objectives of the whole educational process.

(4) Health is an end to be gained rather than a subject to be taught.

(5) Health training and instruction should be so graded as to be interesting, easily understood, and stimulating to the older children as well as to the younger children and should be applicable to their actual living conditions.

(6) Health training and instruction should be designed primarily to fit the needs of the average so-called "well" child.

(7) It should be recognized that health work in the schools cannot be fully effective unless integrated with the life of the home and the community.

Perrin²⁰ gives the health knowledge goals set up by Dr. Livingston Farrand (quoted below) and urges the obligation of the school to contribute its part all the way up the grades so that the adult may:

(1) Know the physiological and anatomical basis for sound health habits.

(2) Know the types and amounts and proportions of the various food elements essential to the proper nutrition of the body.

(3) Have an acquaintance with the principles of normal mental action and the conditions underlying the more common variations from normal states of mind.

(4) Have a general understanding of sex instinct in man, the stages of its development, its normal expression, and the values and penalties attached to the expression of that instinct.

(5) Have a knowledge of the factors determining infection and resistance and of the principles of artificial immunization in case of certain of the common infectious diseases.

(6) Have enough knowledge of the causes and prevention of the degenerative diseases to offer a prospect of passing through middle life without a breakdown.

²⁰ Perrin, Ethel, *Health Trends in Secondary Schools*, N. E. A. Yearbook, 1928, p. 553.

(7) Know and therefore be armed against health hazards lurking in the environment.

(8) Appreciate the necessity for frequent medical and dental examinations.

(9) Have an intelligent basis for choosing wisely his medical advisors and for realizing that the modern practice of medicine is grounded on science and not on mystery, fancy and tradition.

(10) Have a knowledge of the important public health problems facing the community, of the method of attacking these problems, and of the results to be expected from intelligent community action in the public health field.

The health objectives that have been most successfully met in the Southern Preparatory Schools appear to be: the establishment of routine procedure in the school that tends to safeguard health, the requiring of systematic exercise by students, and the controlling of the environment so as to make the health risks as few as possible.

The health objectives that seem to need more attention are: carefully graded health instruction, more detailed physical examinations, closer coöperation with the home in forestalling disease, both by means of immunization and the avoidance of contacts that produce disease, and better infirmary facilities in many of the schools.

MENTAL HYGIENE

La Rue¹¹ says, "Happy living requires that one shall adjust himself well with the environment of things and of people and manage well the mind inside him."

Brooks¹² says, "By mental health we mean not merely the absence of disease, but rather the ability to attain and maintain satisfactory human relationships." And,¹³ "The mental hygiene of adolescence is of prime importance, involving as it does, problems of personality, of character, of the total organization of the youth's physical, intellectual, and emotional traits, and of their interaction with the conditions and events of his environment."

¹¹ La Rue, Daniel Wolford, *Mental Hygiene*, Macmillan & Co., New York, 1928, p. 13.

¹² Brooks, Fowler D., *The Psychology of Adolescence*, Houghton Mifflin Co., New York, 1929, p. 512.

¹³ *Ibid.*, p. 513.

Burnham¹⁴ gives three essentials for mental health: "The essentials, without which a person cannot be quite sound mentally and with which, apart from accident, infection, or heredity, one can have no serious mental disorder, the absolute essential conditions are three, a task, a plan, and freedom."

Brooks¹⁵ outlines the essentials of a mental hygiene program for adolescents under the heads:

1. Work—a variety of wholesome, useful activities.
2. Play and other recreational activities.
3. Balance between work and play.
4. Useful ideals, purposes and interests.
5. Effective habits and skills.
6. Suitable freedom from fear, worry, and shock.
7. Freedom and responsibility.
8. Sympathetic, firm, even, just and rational treatment.

CONDITIONS IN THE SOUTHERN PREPARATORY SCHOOLS

Thirteen of the 122 schools answering the private questionnaire state that they give formal courses in mental hygiene.

The play program of the Southern Preparatory School is fairly well worked out, although in many institutions the varsity teams seem to get a major part of the attention of trained coaches. In the boarding schools the work schedule of the students is designed to keep the student busy when he is not on the play ground or sleeping. Since such a large percentage of the graduates of the preparatory schools go to college the students have definite goals to attain, a condition that acts as a mental stabilizer.

IMPORTANCE OF MENTAL HYGIENE

Groves¹⁶ in the chapter, Mental Hygiene and the School, brings out a fact that seems to have a pertinent bearing on private education, where the individual is emphasized. "Men-

¹⁴ Burnham, William H., *The Normal Mind*, D. Appleton & Co., New York, 1924, p. 207.

¹⁵ *Op. cit.*, pp. 517 ff.

¹⁶ Groves, Ernest R., *Social Problems and Education*, Longmans, Green and Co., New York, 1925, p. 106.

tal Hygiene will come to have an increasing importance for education. Already we have psychiatrists who specialize in problems of college adjustment, thus preventing failures and unhappiness and also discovering in early stages such serious mental diseases as appear among students of universities. It is, however, in the lower schools, particularly the grade schools, that the psychiatric contributions can be made most useful. The school, like the industry, has been guilty of treating the individual in the mass. Even when theory has stated the opposite, practice has frequently paid little attention to variation of personality. Emotional traits are as significant for the school as mental capacity."

CHILD GUIDANCE AND PSYCHIATRIC CLINICS

Dr. M. L. Dougherty, formerly head of the Educational Clinic at The Johns Hopkins University outlined the steps she took with a child that showed abnormal tendencies, before referring the child to the psychiatric clinic. The following procedure was usually taken:

(1) The child was given an intelligence test. A high I. Q. did not necessarily mean that the child had no serious mental adjustments to make.

(2) The child was given some standardized achievement tests. If abnormalities were found these were followed with

(3) Standardized diagnostic tests.

Unless reasonably sure that the trouble the child had was non-physical in nature Dr. Dougherty advised that specialists examine the child thoroughly.

If the child's trouble could not be traced to faulty environment, faulty teaching or definite physical defects the parents were advised to allow the Phipps Clinic to pass on the case.

Averill²⁷ gives six classifications of children who should be sent to child-guidance clinic:

1. Those who by reason of mediocre endowment are unable to adjust to the social milieu.

2. Those who by virtue of broken homes, bad companions, poorly suited school opportunities, and the like, develop abnormal traits and possible delinquencies.

²⁷ Averill, Lawrence Augustus, *The Hygiene of Instruction*, Houghton Mifflin Co., New York, 1929, pp. 355-356.

3. Those who by virtue of constitutional deficiencies are distinctly psychopathic in their traits.

4. Those pre-psychotics who are unstable in nervous make-up suffers from fears and obsessions.

5. Those suffering from contributory organic disease.

6. Otherwise normal, everyday children, with definite mental hygiene problems to be solved.

Dr. Richards¹⁸ in speaking of the obligation of the home and school to maintain a normal atmosphere for the development of the child says, "In my humble opinion there is far too much scientific energy spent in trying to make childhood fit certain set standards of normality, instead of trying to help child and parent and teacher and nurse find and accept what this young organism can do with a reasonable measure of satisfaction and happiness." The private school with its limited number is in position to follow this admonition.

Table 26 shows some of the disturbing factors that the member private schools have found operate among their students in their school adjustment.

SOCIAL HYGIENE

Groves¹⁹ states that, "Social Hygiene has taken over the task of conserving family wholesomeness with special attention to the social problem of sex. It represents an organized attempt of science to further human welfare by the building up of a rational sex life. On account of the disease and unhappiness that result from a misdirection of the sex instinct, social hygiene is intimately connected with public health and every other program for social advancement. Its program is by no means negative; in the same way the public health movement denotes more than simply keeping people from being ill, social hygiene is not narrowed to the effort to prevent prostitution, venereal disease, or any type of mal-adjusted sex life. Its point of view is primarily positive; its goal is the wholesome standards of life that give a basis for the best types of home as well as the highest development of

¹⁸ Richards, Esther Loring, *Mental Hygiene and the Home*, Reprint from the *Canadian Journal of Medicine and Surgery*, Toronto, p. 15.

¹⁹ Groves, Ernest R., *Social Problems and Education*, Longmans, Green and Co., New York, 1925, p. 13.

TABLE 26
DISTURBING FACTORS IN A PUPIL'S SCHOOL ADJUSTMENT

Factors	No. Schools Reporting the Factor as a Problem
Over-indulgent Parents	100
Unmerited Promotion	59
Lack of Former Control at Home	93
Too Much Spending Money	71
One-sided Scholastic Development	41
Ill Health	59
Parents Not Writing Regularly	19
Love Sickness	47
Sex Maladjustment	20
Failure to Take Part in Extra Curricular Activities.....	43
Imagining He is Being Discriminated Against.....	50
Definite Physical Defects.....	45
Super-sensitiveness	49
Doing Poorly in Studies.....	80
Impending Disciplinary Troubles.....	35
Home-sickness	58
Bad "Mind Set"	31
Disordered Nervous System	36
Thwarting of Particular Desires by the School.....	27
Too Much Introspection	25
Fear Hallucinations	15
Bad Hereditary Tendencies.....	31
Inability to Excel in Athletics.....	24
Thwarting of Ambition for Leadership by Fellow Students	21
Not as Much Spending Money as His Gang.....	18
Lack of Emotional Control.....	36
Social Maladjustment	26
Retarded Academic Progress	53

the individual. Thus, social hygiene is the application of science to problems of social adjustment that gather about sex interests, and the movement is most closely related to public instruction."

The Government bulletin "Status of Sex Education,"²⁰ states that, "Returns seem to show that as a means of sex education, the special lecture method is losing ground and giving way to the more systematic teaching by the regular classroom instructor."

The fact that some teachers object to giving a child sex instruction seems to be effectively met by Groves in maintaining:²¹ "The basic fact to be recognized by any one who

²⁰ A Survey under the Direction of the Surgeon General of the United States, Public Health Service, Division of Venereal Diseases, V. D. Bulletin, No. 87, p. 14.

²¹ Op. cit., p. 269.

has the welfare of children at heart is that every child is bound to receive some sort of sex instruction. . . . It follows that a child who is to have a fair chance to develop the right kind of personality must be given assistance in the forming of good sex ideas." He outlines ²² a program of sex education. "If sex education starts with the teaching of parents, it naturally goes on through the school, with substantial additions at every point of advancement in the child's school career. The earliest school instruction gathers about nature study and biology; it has to do with the life histories of plants and animals; it attempts to give the child not only a correct knowledge of reproduction, but also a kindly sympathy toward living things and an appreciation of the moral meaning of biological facts. As the child develops, literature furnishes a splendid opportunity for a constructive socializing of the sex impulses. The idealism that romance expresses, which so grips young life, also offers a chance for wholesome sex direction. Although the abnormal and immoral along lines of sex should be kept far in the background, the high school period permits stress on sex ethics."

Groves ²³ thinks the parent should aid in sex instruction and says, "Happy is that child whose parents feel no embarrassment in meeting the child's curiosity." He adds the advice to heads of schools who seek proper teachers for this delicate subject: "It is clear that anyone with morbid sex interest or psychopathic tendencies in regard to sex cannot be a successful instructor."

La Rue ²⁴ in discussing the problem of masturbation gives this remedy, "Healy states his conviction that the best remedy for the habit of masturbation lies in the constant companionship of some suitable person who will see that the mind of the patient is healthily occupied and that he is practically never left to himself."

Authorities seem agreed on the point that during menstrual periods there should be no undue strain, mental or physical, on the girl.

²² Ibid., p. 270.

²³ Ibid., p. 260.

²⁴ Op. cit., p. 385.

STATISTICS ON SOCIAL HYGIENE

Twenty of the 122 member schools answering the private questionnaire state that they give formal courses in Social Hygiene. Nineteen others feel that such a course should be given. Most of the schools attack the problem by lectures, private interviews and incidental instruction. Sixty-seven among the 122 schools answering the questionnaire state that they will dismiss a student who has or contracts a venereal disease. Thirteen other schools state their feeling that this is a proper procedure.

HEALTH HABITS

Forty-two schools of the 122 answering the private questionnaire state that they give formal courses in Personal Hygiene.

In order to establish correct health habits many of the schools require daily compliance with certain observances that tend to promote health. Table 27 indicates the number of boarding schools out of the 95 answering the questionnaire that enforce the habits mentioned.

TABLE 27
PERSONAL HYGIENE HABITS

Habit	No. Boarding Schools Checking and Enforcing	Total Number Boarding Schools Answering Questionnaire
Bathe daily	30	95
Brush teeth regularly	39	95
Daily intestinal evacuation	28	95
Change clothing regularly	36	95
Wear proper clothing	64	95
Limit sweets eaten	26	95
Follow corrective procedure advised by Physician	43	95

DIET

Government health bulletins stress over and over again that proper feeding is one of the chief factors in health.

That the private school should have access to expert advice and direction in matters of diet for their students and should

furnish an abundance of wholesome, well prepared food that is attractively served hardly needs to be called to attention.

Twenty-two of the boarding schools answering the questionnaire state that they give formal courses in correct diet. Seventy-two of these schools require their students to come to all meals. Twenty-six of them attempt to limit the amount of sweets eaten.

SLEEP

Terman and Almack²⁵ give the estimates of authorities on the sleep needs of children. Their table is listed below.

TABLE 28
ESTIMATES OF SLEEP NEEDS (HOURS)

Age	5 to 6	7	8	9	10	11	12	13	14	15	16	17	18
Duke	13½	13	12½	12	11½	11	10½	10	10	9½	9	9	8½
Bernhard		11	11	11	10½	10½	10	10	9½				
Hertel	11	10½	10½	10	10	9½	9½	9½	9	9	8½		
Claparede	11½	11½	11½	10½	10½	9½	9½	9½	9	9			
Manaceine	14	11	11	11	10	10	9½	8½	9½	8	8 to 7		
Krollich	11	11	11	11	10½	10½	10	10	9½	9	9	8½	8½
Cavanagh		12											9
Brown	11½						10						
Pfaunder	11						9						
Key	11						10						

Seventy-six of the 95 boarding schools answering the questionnaire say that their schedule calls for at least 8 hours of sleep a day for students.

TOBACCO

The results of experiments carried on by Bush,²⁶ Pack,²⁷ Rivers,²⁸ and O'Shea²⁹ to determine whether or not the use of tobacco is harmful show that students are harmed mentally and physically by its use. It is much better for them to delay the acquiring of the smoking habit at least until after their adolescent period.

²⁵ Terman, Louis M. and Almack, John C., *The Hygiene of the School Child*, Houghton Mifflin Co., Boston, 1929, p. 371.

²⁶ Bush, A. D., *Tobacco Smoking and Mental Efficiency*, *Medical Journal*, XCIX, March 1914, pp. 519-527.

²⁷ Pack, F. J., *Smoking and Football Men*, *Popular Science Monthly*, LXXXI, Oct. 1912, pp. 336 ff.

²⁸ Rivers, W. H. R., *Influence of Tobacco Smoking and Other Drugs on Fatigue*, London, Arnold, 1908, pp. 113 ff.

²⁹ O'Shea, M. V., *Tobacco and Mental Efficiency*, Macmillan and Co., New York, 1923.

In interviews with the heads of schools where there has existed a non-smoking rule but now a modified rule is in effect, it was found that the conviction is held by the authorities that the non-smoking rule cannot be enforced. The evil effects of trying to enforce it they think outweighed the harm that comes from the use of tobacco under controlled conditions. The schools that have modified their rule recognize that the tobacco habit is quite general in the present day and that the home has allowed the student considerable freedom of choice and action in this matter. They found, too, that drastic action on the part of the school in punishing smoking offenders often leads to the practice of deceit on the part of the student. Many of the school executives expressed the opinion that clandestine smoking is often the source of school fires.

Forty-one of the 95 boarding schools answering the private questionnaire do not officially permit the use of tobacco by their students. Twenty-six of the schools allow the use of tobacco by students 16 years old or over who have parental consent and conform to the rules of the school regarding the time, place and conditions under which they may smoke. Some of the schools allow the use of the pipe but forbid the use of the cigarette.

INTOXICANTS

Of 70.5 per cent of the boarding schools answering the private questionnaire all have the rule that the use or possession of intoxicating liquor constitute grounds for dismissal.

THE HEALTH SITUATION AT LAWRENCEVILLE

A practical solution of the health problem is furnished so admirably by the Lawrenceville School, Lawrenceville, N. J. that it seems wise to outline their program as it was obtained from Dr. Samuel Cochrane, Medical Director, and from personal observation.

Lawrenceville has just completed a modern infirmary at an approximate cost of \$275,000. Two physicians and four trained nurses give their full time to the health program of

the faculty and students. The Medical Director requires a detailed health report from the parent giving the diseases the student has had, the operations he has undergone, the injuries he has received and the recreational activities he has participated in, before he enters school. A certificate from the family physician regarding inoculations that have been given to and tests that have been made on the student, a dentist's certificate stating that the teeth need no further care at present and an oculist's certificate concerning the condition of the student's eyes are all required.

At least four detailed examinations are made of each student during the academic year. The findings and recommendations are carefully filed and a follow-up system is used to see that instructions given concerning the student are obeyed. Corrective exercises are ordered when needed. Students are encouraged to come to the infirmary at "sick call" even if they are only slightly indisposed. This policy has not lead to any general abuse of the privilege, according to the authorities. Parents are notified immediately if a student develops any trouble that is deemed at all serious.

A constant and careful check is kept on the condition of the water and milk used at the school. Servants are examined to make sure that they offer no source of danger for the school colony.

The objective of the Director and his staff is a constructive health program that will not only prevent disease as far as possible but will insure the boys being in the best condition to fight sickness if it should come.

CHAPTER IV

EFFICIENCY OF INSTRUCTION IN THE SOUTHERN PRIVATE SCHOOL

The best standard that we have for judging the efficiency of the instruction given in the private schools is the record of their graduates in college.

The percentage of failures of the graduates of the public and private secondary schools of the Association in the Freshman class at College for the past five years have been as follows:¹

Year	Public Schools	Private Schools
1923-1924	12.2	15.4
1924-1925	13.7	15.9
1925-1926	13.2	15.4
1926-1927	14.1	19.5
1927-1928	14.2	16.9
Arithmetic Average	13.48	16.62

There is some evidence that the comparative records of the public and private schools in other sections of the country show a smaller percentage of failures among public school graduates at college than among the private. Cole² says, "An intensive study of private and public school graduates at a large Eastern College as well as the report of the Dean of Freshmen at Yale show that the latter boys do the best scholastic work."

It is obviously unfair to do what has often been done: assume that the average condition is true for individual schools or even for certain types of schools. It can be shown that neither of these conclusions is true. Each school should be judged on its own merits.

¹ 1928 Yearbook, Southern Association, p. 208.

² Cole, Robert Danforth, *Private Secondary Education for Boys in the United States*, University of Pennsylvania, 1928, p. 251.

I. ANALYSIS OF FAILURES IN THE DIFFERENT TYPES OF SCHOOLS

In order to ascertain as accurately as possible the causes of failure among the graduates of the member private schools in their Freshman year at College the schools have been divided into five classes: Military and Semi-Military Schools for Boys, Non-Military Schools for Boys, Coeducational Schools, Schools for Girls, and Day Schools.

Military and Semi-Military Schools

There are 36 military and semi-military schools on the 1928 member list of the Southern Association. The five year record of 35 of these schools, 1923-24 through 1927-28, shows that 24.73 per cent of the courses taken by their graduates were failed in the Freshman year at College. A study of the individual schools for this period, or such part of it as they were members of the Association, shows that only 4, 11.4 per cent, of the 35 schools whose records were available had a smaller percentage of failures for this period than the average of the member public schools of the Association, 13.48 per cent. Of the 4 private schools in the classification three are semi-military and one military. The record for the latter school was available for only one year.

Non-Military Schools for Boys

There are 27 non-military schools for boys on the 1928 member list of the Southern Association. The five-year record of 26 of these schools, 1923-24 through 1927-28, shows that 20.9 per cent of the courses taken by their graduates were failed in their Freshman year at College. Six of the schools, 23.1 per cent of the classification, have a better record than the average of the public schools for the same period.

Coeducational Schools

There are 38 coeducational schools on the 1928 member list of the Southern Association. The corresponding five-year

record of 34 of these schools shows a failure average of 12.3 per cent of the courses taken by their graduates in the Freshman year at college. The combined record of these schools is slightly better than that of the public schools for the same period and as far as instruction is concerned the coeducational-private school situation is more nearly comparable with the public school than that of any other private classification. A study of the individual records of the coeducational private schools shows that 19 of the 34 schools, 55.9%, have a better average than the public school average for the same period.

Girls Schools

Official records were available for 57 of the 62 girls schools that are members of the Southern Association. Their average of Freshman failures over the period of five years is 10.0%, considerably less than the failure average of the public schools for the same period. The individual records of these schools show that 43 schools, 75.4% of the 57, were below the public school failure average, for the period.

Day Schools

There are 31 of the 163 member schools that have no boarding department. Official records were available for 29 of them. The percentage of college Freshman failures for this group for the past five years was 14.19%—very slightly higher than that of the public schools. Fifteen of the 29 schools, 51.7%, have a better record based on percentage failures in college than the average public school record.

II. SOME SUPPOSED CAUSES THAT CAN BE ELIMINATED AS REASONS FOR FAILURES OF PRIVATE SCHOOL GRADUATES IN COLLEGE

Non-Compliance with Standards of Southern Association

The reason for the private school failures does not lie in non-compliance with the standards that have been set up by the Association. All of the private schools are State approved

and are accredited by the Southern Association. A majority of the private schools have a pupil-teacher ratio of 15 pupils, or less, to each teacher; a majority of the students carry the normal 4 class course, about 5% carrying under 4 studies and 17% carrying 5 or more; only 4 schools have less than 75% of the faculty graduates from Standard Colleges, only one school in 1928 failed to comply with the requirement for beginning teachers; in a majority of schools the teaching load is 5 classes a day or less; the average salary paid to teachers in 74 member schools in 1928 was \$1937, approximately twice the minimum suggested by the Association; only 2 schools have a library less than 500 volumes, and 9 have libraries above 10,000 volumes; the per capita laboratory and other equipment provision is good. Detailed statistics dealing with private school equipment will be found in Chapter I.

Percentage of Private School Graduates Going to College

The reason most often given in answering the private questionnaire for the greater percentage of Freshman failures among private school graduates than among the public school graduates is that the private school sends a larger percentage of their graduates to college than the public.

There is no classification of the private schools, military, non-military, coeducational or girls, where the percentage of their graduates going to college does not exceed that of the member public schools. However, in spite of this fact the correlation between the percentage of graduates going to College and the percentage of Freshman failures is so low, based on the 1928 records of 703 public schools and 153 private schools whose records were available, that it has no predictive value. This correlation for the public schools is $-.119$ and for the private $+.007$. The Pearson Product-Moment formula was used in the computation.

Table 29 shows an analysis of Freshman failures among the private school graduates according to types of private schools. The compilation includes the records of the 1928 member schools for the year 1923-24 through 1927-28, or for such part of that time as they were available.

TABLE 29
ANALYSIS OF FAILURES

Type School	No. Schools	No. School Records Available	Freshman Failures Per Cent	No. Private School Records Better Than Public	Percentage Better Than Public
Military	36	35	24.7	4	11.4
Non-Military	27	26	20.9	6	23.1
Coeducational	38	34	12.3	19	55.9
Girls	62	57	10.0	43	75.4

Public School failures for same period—13.48

Table 30 shows an analysis of the percentage of private school graduates going to college from the different types of member schools for the past five years, 1923-24 through 1927-28. The compilation is based on the records of the private schools listed in the 1928 Yearbook, traced back for five years only.

TABLE 30
ANALYSIS OF PRIVATE SCHOOL GRADUATES ENTERING COLLEGE

Type School	No. Graduates	No. Entering College	Per Cent Entering College
Military	4343	3040	69.9
Non-Military	1895	1453	76.7
Coeducational	4261	2373	55.7
Girls	3818	2582	67.4

Percentage public school graduates entering college in 1928—47.6.³

It will be noticed that the percentage of graduates entering college from the girls schools is approximately the same as that of graduates of the military schools entering college, although their percentage of failures in the Freshman Class are quite dissimilar.

Intelligence of Private School Students

Approximately one third of the schools answering the private questionnaire state that they are using standardized tests to determine the intelligence of their students. Eight schools sent the detailed reports of their tests. The norms of seven

³ 1928 Year Book Southern Association, p. 207.

of the eight schools are considerably above the National norm, while that of the eighth school is practically the same as the National.

Cole ⁴ states that, "Data based on the intelligence test scores of boys in sixteen schools (Private) show a uniformly high average intelligence quotient."

No evidence has been advanced, as far as the writer knows, that supports any claim that the private school students are inferior in intelligence to the public. There is some evidence to the contrary. However, the range of intelligence in the private school is often greater than it is in the public.

III. SOME CAUSES PROBABLY CONTRIBUTING TO THE FAILURES OF PRIVATE SCHOOL GRADUATES IN COLLEGE

Entrance Requirements

The entrance requirements of the member schools, from the standpoint of scholarship, are not strict. A majority of the schools admit solely on the past record of the student as submitted by the school he has previously attended. Dr. Carter Walker thinks that this practice causes a great deal of trouble for the private school.

Table 31 shows in detail the scholastic entrance requirements of the schools answering the private questionnaire.

TABLE 31

SCHOLASTIC ENTRANCE REQUIREMENTS

NUMBER OF SCHOOLS ANSWERING THE PRIVATE QUESTIONNAIRE—122

	No. Schools Where Condition Is True
1. Standardized Tests	31
2. Previous Scholastic Record	90
3. Try-out Courses	40
4. Entrance Examinations	17
5. Combination of (1) and (2)	3
6. Combination of (1) and (3)	1
7. Combination of (1) and (4)	4
8. Combination of (2) and (3)	6
9. Combination of (2) and (4)	1
10. Combination of (3) and (4)	3

⁴ Op. cit., p. 247.

Admission as Candidates for College Preparation

It is probable that the private schools have undertaken to prepare many students for college who are not qualified to carry college work with profit. Seventy-four schools, 60.6 per cent answering the private questionnaire, say that they base a student's qualifications for candidacy to college preparation on a previous satisfactory academic record; 11 schools, 9 per cent, state that they require the student to have an intelligence quotient of at least 100 before they will accept him as a candidate for college preparation.

Instructional Practice

It is evident from the answers to the private questionnaire that some of the member schools have not adopted all of the means at their disposal for improving scholarship. Only 72 of the 122 schools, 59 per cent answering the private questionnaire, state that the ground covered in the different courses is definitely defined; 79 schools, 64.8 per cent, state that minimum standards for passing the courses have been set up; 25 schools, 20.5 per cent, that differentiated assignments according to the ability of the student are given; 75 schools, 61.5 per cent, that extra coaching is provided for those who need it; 32 schools, 26.2 per cent, that formal courses in how to study are given and 18 schools, 14.8 per cent, that formal courses in the fundamentals of the learning process are given.

Case Records

The facts disclosed by the private questionnaire indicate that a case record system has not been adopted by many schools. The student's home conditions, mental difficulties, scholastic difficulties, social difficulties, hobbies, most intimate friends, the amusements that are pleasing to him, and the like, have been recorded in less than 25 per cent of the schools. A careful recording and studying of these and similar facts about the student would undoubtedly furnish a key to the poor academic work of many students.

Supervision

There is no agency among the private schools of the Southern Association whose primary aim is to increase the scholastic efficiency of these institutions. The schools undoubtedly lose much on account of the fact that the only supervision that the isolated situation of the schools allows is that done by the principal. The weakness of the principal-supervisor system may be summarized as follows: The principal often is not trained in supervision, he is too busy with his other duties to make supervision a primary objective, he cannot be an expert in all lines of instruction and he cannot view his own school impartially.

Commercial

The fact that many of the member private schools find it necessary to solicit students in order to fill their schools makes it probable that the care exercised in the selection of the student body is not always great.

It is not improbable that the endeavor to fulfill "campaign promises," made while soliciting a student, has caused the private school to push a student forward in his work faster than his accomplishments would justify. This fault, some of the heads of the schools think, extends to the graduation of the student and his recommendation to college when really he is not prepared for college work. This weakness in the private school situation has to some extent a counterpart in the political situation in the public school where the child is advanced because of political pressure.

Restricted Curriculum

The restricted curriculum of the private school may have some bearing on the student's general preparation. Such subjects as biology, physiology, drawing, manual training, music and commercial subjects are offered to a much less extent than they are in the public schools.

Boys and Girls Going to College from Private Schools

Approximately twice as many boys and girls were sent to college from the Southern private schools during the five-year period studied. Since this ratio does not hold true among the public schools and since the records show fewer failures among girls than boys, it is very probable that the higher percentage of failure among the private school graduates is at least in part due to this fact.

Separation of Records for Boys and Girls

Many of the heads of private schools maintain that the statistical records of boys and girls pertaining to Freshman failures should be listed separately. There is abundant evidence to justify this procedure.

Unwise Selection of College

It is undoubtedly true that the private school could improve its scholastic standing if the students who are not so well prepared could be directed more wisely in the choice of a college.

Comments That Seem Pertinent

Student grades for the first quarter of the Freshman year do not tell the whole story of the student's preparation. Particularly is this true where a student's economic and social standing is of such a nature as to make him desirable for fraternity rushing.

An extension of the study of the success of the graduates of public and private schools beyond the freshman year in college seems advisable.

The real question involved is not a matter of failure averages, but rather whether the particular student has or has not profited by his being educated in the type of school of his choice.

College Life

The situation that the private school Freshman has to meet in college is often not analogous to that met by the public school student. The private school student whose financial and social status are usually above the average is likely to be identified with more college activities, particularly fraternities, than the public school graduates. A study reported by the Dean of Freshman at Yale lends support to this conjecture.

STEPS FOR IMPROVING SCHOLARSHIP

Many of the heads of the private schools feel that steps can be taken to better the chance of success of their graduates in college. The following have been suggested:

On the Part of the College

- (1) Have an efficient Dean of Freshmen.
- (2) Give the best teachers to the Freshmen.
- (3) Curtail the liberties of the Freshmen.
- (4) Bear in mind that the Freshman is still an adolescent.
- (5) Have more stringent fraternity rushing rules.
- (6) Require all Freshmen to live in dormitories where study hours are observed.
- (7) Forbid the Freshman having an automobile at school.
- (8) Make privileges, especially leaves of absence, contingent upon good work.
- (9) Keep the secondary school informed about the progress of their graduates.
- (10) Allow time for adjustment, and during this period give orientation courses.

On the Part of the Private School

- (1) Do not certify students to college that are not prepared to carry college work.
- (2) Correlate the senior work of the private school student with the Freshman course in the college of his choice.
- (3) Allow members of the senior class liberties commensurate with their good work and good conduct.
- (4) Do not allow an over-emphasis of extra-curricular activities by students.
- (5) Help the student and the parents in the wise selection of a college.
- (6) Keep in touch with the students while they are in college, particularly through the Freshman year.
- (7) Demand that students meet fully the requirements of the colleges to which they are recommended.

Other Reasons

Other reasons given by heads of the member private schools for excessive Freshman failures among their graduates in college are:

(1) Many very poor students are accepted by the private school after they have failed in the public schools.

(2) The private schools "nurse" some students until they have barely enough units to graduate.

(3) Well-to-do parents of private school graduates often want their children to go to college primarily for the social contacts.

(4) The children of well-to-do parents have not the motive furnished by poverty to do good work is a reason that was assigned by Dr. Julius T. Wright.

Why Do Boys Fail More Than Girls?

A question that received attention from the heads of the member schools was the greater percentage of failure among boys in the Freshman Class at college than among girls. The reasons assigned were as follows:

(1) More boys are sent to private schools on account of disciplinary troubles than girls.

(2) More attention is paid to extra-curricular activities in boys schools than schools for girls, particularly in schools that emphasize competitive athletics.

(3) Military drill adds to the time given to extra-curricular activities, particularly in schools that strive for high military rating.

(4) Boys, on the average, go to colleges that have higher academic requirements than those attended by girls.

(5) Many of the girls go to normal schools with the expectation of teaching and know that their chance of placement in a desirable position after graduation is partly contingent upon high grades.

Records were not available that would substantiate or disprove these latter contentions.

CHAPTER V

THE SOUTHERN PRIVATE SCHOOL AND THE HOME

The Southern Association has no standard dealing with worthy home membership. It would be impossible for a single criterion to meet the needs existing in the many types of secondary schools in the Association. For example, the requirements for fulfilling the objective are quite different for the boarding school on the one hand and the day school and public school on the other.

In the present chapter we shall discuss those relationships that have primarily to do with (1) the factors involved in the selection of a particular type of private school, (2) the private school and the student's parents, (3) the ways in which the Southern private boarding schools seek to maintain a home-like atmosphere and (4) the preparation that the member schools offer their students in order for them to become intelligent and efficient home-makers.

I. THE SELECTION OF A SCHOOL

The importance of the selection of the right school for the student hardly needs to be mentioned. We shall list some of the advantages that the several types of schools feel that they offer.

The Boarding School for Boys

The question of why a boy should go off to school is discussed in a small bulletin "The McCallie School, Why?"¹

Some boys should *not* go off to school at all; but undoubtedly many others ought to go, and for the reasons that follow:

I. THIS IS THE MOST CRITICAL PERIOD OF A MAN'S LIFE

Between the ages of 14 and 20 he must receive his education—if he ever gets it.

This is the period of *physical development*, during which habits are formed for a lifetime; he needs at this period constant and careful supervision.

¹ The McCallie School, Chattanooga, Tenn., pp. 5-7.

This is the period of *mental awakening*, during which a thirst for knowledge is acquired which rightly guided leads to a wholesome initiative in independent research. Here he needs expert counsel, and the stimulus of safe environment.

This is the period of *spiritual impression*, in which the boy is strangely drawn by the mysteries of the Spirit and he becomes a worshipper. Rightly guided, this spirit of worship becomes the dominant factor in his life; but neglected, the result is shipwreck of life. He is in a plastic state, impressionable, credulous, responsive. The boy is ours in the making; he is ours to claim and train for time and eternity, or to neglect to his eternal misery and our everlasting shame.

He deserves the best; if the home has it and can give it to him, let him stay there; if the school can do better—then by all means *let him have his chance*.

II. THE RIGHT SORT OF SCHOOL EXERTS A STRONG INFLUENCE FOR GOOD OVER A BOY DURING THIS PERIOD

It gives him a proper and wholesome environment for the development of dormant power and gifts.

It throws him among congenial and safe companions.

It brings him under the positive influence of men of character.

It develops in him a spirit of unselfish co-operation with others. He learns to be a man among men.

It directs his development in body, soul, and spirit so that he will grow normally and not be lop-sided.

III. DURING THIS STRATEGIC PERIOD, MANY A BOY DOES BETTER AWAY FROM HOME

His sense of responsibility is aroused.

Away from those who always have and always will regard him as a child, he begins to act and think for himself.

The transplanting makes him sturdier.

He has more time for study, and definite "times" for study, under a teacher who will not "teach him his lessons" but will teach him how to get his lessons for himself.

Among those who do not make allowances for little weaknesses, he learns the first lessons of true citizenship; that each man must bear his own burdens, and learn to help some one else.

Advantages of Military Boarding School

The advantages of the military boarding school are set forth in the Staunton Catalogue as follows:²

First: The cadet has his time mapped out for him, each exercise has its proper place, and each duty *must be performed* at the appointed hour.

Second: During the hours set for study and the preparation of lessons, a teacher is *always present* to render assistance and teach boys *how to study*.

² 1928 Catalogue, Staunton Military Academy, p. 47.

Third: He is taught the duty of ready and prompt obedience to those in authority, *without questioning that authority.*

Fourth: As he is taught to obey so he learns to command and to study character, that his influence and efficiency may be increased, and his capabilities in leadership developed.

Fifth: He is unconsciously taught by his surroundings and daily and hourly contact with his fellows, those things which make men *successful in the world* into which he must soon be thrown.

Sixth: Habits of self-reliance, self-restraint and independence of thought and action fit him gradually for the larger and more varied duties of citizenship and business. He gets the *habit*.

The Semi-Military School

The claims for the semi-military school are taken from the catalogue of The University Military School.³

Although this is a Military School, it is so only because the Principal believes that the military discipline, being the most perfect discipline known to man, conduces most perfectly to the making of sterling, self-controlled manhood. The school makes no special display of its military work, uses it as no catch-penny advertisement to patrons or students, throws away no time preparing for special or competitive drills, and wastes upon the military feature no effort that is valuable for other and higher work. The time expended upon actual drillwork comprises only a forty-minute practice instruction period each day. But the spirit pervading the entire daily discipline of the school, in its every department, is the military spirit, and the securing of this spirit affords an invaluable and indispensable accessory to the educational work of the school.

There are two common errors concerning that system of school discipline called Military: One is, that it requires much time that had best be spent in other exercises; the other, that its value is entirely physical and gymnastic. Both opinions are wholly erroneous. The chief value of the Military system is in the mental and moral development of the student. Just before the outbreak of the World War, the President of the Cornell University declared that, even if we could be sure we should never engage in another war or need another soldier, he would nevertheless advocate the introduction of military training into every school and college in our land, *for its educational value alone.*

There are certain life lessons which every young man needs to learn, chief among which are *punctuality, obedience, order, courtesy and self-control.* It is the purpose of the Military discipline to develop and train these virtues; and later, in the higher classes, to teach two other equally important lessons—the faithful discharge of responsibility and the judicious exercise of authority. Thus it is that the Military organization in school leads to an orderly method and a manly and cheerful spirit of acquiescence in the performance of every duty of the school. The Military work in this school is subordinated to its proper place as an auxiliary to character training. The production of soldiers is not the purpose of the school; and it carefully avoids compelling from its students a mere mechanical obedience, by

³ 1928 Catalogue, University Military School, Mobile, Alabama, pp. 8-9.

teaching them that they submit themselves voluntarily to the discipline and authority of the school, as does a good citizen to the laws of his country. Boys who persistently refuse to conform cheerfully to the system, are separated from the student body.

The gradual, regular, and systematic training which results from Military drill, is of immense practical value to young men. The erect and manly carriage and the ease of bearing which such training invariably gives, are a life equipment which a young man cannot afford to be without.

As an aid to practical Military work, the cadet officers and non-commissioned officers have recitation and instruction in Military science and tactics, which they in turn assist in imparting to the students of the lower classes.

The cadet officers are appointed according to class-standing; commissioned officers and ranking non-commissioned officers from Senior III; and other non-commissioned officers from Senior II and Senior I, according to their records of the year immediately preceding. But students entering Senior II, and thus having but one year of Military training, are seldom appointed as commissioned officers.

At the close of the session, public military exercises are held, at which are given a battalion exhibition drill; a competitive program-drill between the four companies, with a gold medal for the captain of the winning company; and an individual competitive drill by companies, with a gold medal for the best drilled soldier in each company.

Students who are physically incapacitated for the work of the Military Department, or for any portion of it, will of course be excused from such military duties as they cannot or should not perform.

The Non-Military School

The Lee School has published a booklet on Military training for boys of high school age under the title "Do You Want to Know Why?" The first paragraph deals with some of the supposed differences between the Military and the Non-Military Schools:

It is necessary to understand the differences in the military and the non-military preparatory boarding school before one can wisely choose a school for one's boy. What makes a school "military"?

The military school is not distinguished by its program of physical training, embodying calisthenics, "setting up" exercises, contest games, free play, and gymnastics. All good boarding schools use some or all of these forms of physical training. Neither is it distinguished by its regularity of program, which necessitates promptness, orderliness, and regularity of habits. All good boarding schools necessarily possess this feature in a lower or higher degree. And obviously the difference does not lie in scholastic standards and efficiency of educational methods.

The three essential features of a military school are military drill—marching in military formation under command of officers—military uniform dress, and military discipline, which is based upon superiority of authority and relies upon punishment applied from without for its enforcement. To these features often are added others based upon

them—such as exercising with muskets, the caste system among the students resulting from the system of cadet officers, which tends to create cleavages in the student body, standing guard day or night, and the deliberate inculcation of militaristic ideals.

Three questions are then asked in the pamphlet:

1. Does the military system offer the best disciplinary program? The conclusion reached is that it does not, since the control is authoritative. Among the supporting authorities on this point the pamphlet uses an excerpt from a report on "Character Education":⁴

While external control of children and youths is sometimes necessary for their own immediate welfare and the safety of society, real character develops only with development of self-control and self-direction in conformity with moral standards. . . . A school organized and managed after the manner of a benevolent monarchy or oligarchy may make an excellent exhibition of a certain type of discipline. This may, however, make small contribution to the character forming power of the school community. As soon as the pupil escapes from this control by external authority, he is likely to fail because he is wanting in moral thoughtfulness and power of self-direction, or because he is in positive rebellion against the régime to which he has been subjected.

The second question asked is, "Does the Military System offer the best physical training?"

Among the authorities quoted in arriving at a negative answer to this question are, Lieutenant-Colonel Herman J. Koehler; Dr. Dudley A. Sargent, Harvard University; Dr. Winfred E. Garrison, University of Chicago; Charles W. Eliot and Dr. Jesse F. Williams, Department of Physical Education, Columbia University. Lieutenant-Colonel Koehler is quoted as follows:

The use of the musket as a means of physical development for any one, be he man or boy, is more than worthless. It is, in my opinion, positively injurious. I deny absolutely that military drill contains one worthy feature which cannot be duplicated in every well-regulated gymnasium in the country today.

The third question asked is, "What then is the educational value of military training?"

The simplest and truest answer to this question according to the pamphlet is, Nothing at all. Many military schools, of course, do good educational work. But that is not to say that they could not do the same or even better without the military features.

⁴ Bureau of Education, Department of the Interior, December, 1926.

Pres. Harry A. Garfield, Williams College and Dr. William H. Kilpatrick, Columbia University are quoted in support of the conclusion reached.

The Boarding School for Girls

The Randolph-Macon School for Girls has issued a small pamphlet entitled, "What Do I Expect of a Boarding School?" We quote it in its entirety.

I EXPECT:

1. Superior academic training.
2. Special subjects.
3. Sympathetic attitude.
4. Congenial atmosphere.
5. Attractive home.
6. Recreation.
7. Progressive institution.

HOW MET:

1. A faculty of thorough training, splendid experience, and Christian refinement. Small classes. Individual instruction. Supervised study.
2. Pianoforte, violin, voice, expression, art.
3. School run for girls rather than for profit. Faculty members interested in young people and their activities. Christian character stressed.
4. Personnel of student body excellent. Limited number. Constant association with members of faculty.
5. Walls, woodwork, and floors of rooms refinished during the summer months. Attractive parlors, large library, cheerful dining room, and cozy club house.
6. Large campus and gymnasium. Tennis, basket-ball, volley ball, golf, swimming, hiking, etc.
7. A history of thirty years of successful service, a present of splendid achievement, and a future with great promise.

The Private Day School for Girls

The Day Schools, as a rule, stress two things in their instruction more than any other: individual attention and thorough preparation for college. We quote a paragraph from the catalogue of Miss Hutchison's School as fairly representative:

In order to preserve the individuality of the pupils, and to enable this individuality to express itself more variously and thus to provide

a richer life for the child, special attention is given to each pupil in the effort to make her capable of the largest measure of physical, mental, and moral growth. The work is adapted to each child according to her own actual needs and powers, not to the "average" child of the grade.⁵

The Mountain and Industrial Schools

Most of the Mountain and Industrial schools are so desirable for the type of student for whom they were established that generally the one question that concerns the parent, the student and the school is the matter of finance. The program of these schools are usually full and rich. We quote from the Berry School Catalogue: ⁶

WHAT A DAY AT THE SCHOOL IS LIKE

The active day at Berry Schools begins early. At 4 o'clock the kitchen fireman arises and goes to build the fires in the ranges.

The morning dairy squad go to their work and are followed by the breakfast cooks at 4:30. The former milk the cows and bring the milk to the kitchen for breakfast, which comes at 6:30.

Meantime, the full-time farm boys, who are working one term in order to pay for board and tuition the next term, have arisen, eaten breakfast, and gone to their work by 6 o'clock. The students arise at 6 o'clock and have breakfast at 6:30.

At seven o'clock the real work of the school day begins, and lasts until five o'clock in the afternoon, with intermission for chapel and dinner. The school is divided into three groups as nearly equal in size as possible. Each day two of these groups attend classes while the third works for eight hours. A few students, however, have assigned work at other times. From four until half-past five in the afternoon is recreation period. This is the time for games, exercises in the gymnasium, reading, or other recreation for those not on duty.

Supper is served at 5:30, followed by evening prayers. At 6:30 on school days, the evening study period begins, lasting until 9:00. During this time, each student must be in his room and studying. A relaxation period is given from 9:05 to 9:30. At 9:30 Silent Time begins and at 10:00 lights go out and everyone is in bed—except the night watchman, who still has his rounds to make.

The foregoing description fits the school days from Monday morning to Saturday night. On Saturday night, however, study hour is omitted. Just after supper, usually, a large group of students gather around one of the pianos for a "sing"; there are certain school and college songs and old-time favorites of which they never tire. At 7 o'clock on each Saturday night of the month, the literary societies hold their meetings; Wednesday night is given to the Berry Agricultural Club; Thursday night the Y. M. & Y. W. C. A.'s hold meetings, and if there be a fifth Saturday night an entertainment is given.

⁵ 1928 Catalogue, Miss Hutchison's School, p. 5.

⁶ 1928 Catalogue, Berry School, p. 44.

Sunday is a busy day, but a most helpful one. At 9 o'clock Sunday School is held; preaching at 11:00. Dinner comes at 1 o'clock and supper at 5:30. At 6:00 dormitory prayer meetings are held, conducted by the members of the Young Men's and Young Women's Christian Associations, attendance being voluntary; these services are well attended and are greatly enjoyed by the students. At 7:15 voluntary classes meet for Bible study and mission study. From 8:15 to 9:15 is Quiet Hour.

All the days are busy, yet there is time for a great many lectures, entertainments and activities "not in the curriculum," as well as for that quiet thought and reflection necessary to individual development.

It is stimulating to read in many of the catalogues frank statements regarding the position of the schools on what they consider vital questions. The Danville Military Institute⁷ warns the parents, "If your boy needs the restraints and methods of a reform school, do not send him here." The Boiling Springs Catalogue⁸ expresses a somewhat similar feeling, "parents who do not control their children at home need not expect the best results at school, as it is generally these children who give trouble." The Girls Preparatory School, Mobile, Ala., has written in bold type on the outside cover of their 1928 catalogue, "Read this booklet with care, and if you are not in full sympathy with our purpose and methods, do not send your daughter."

Points a Parent Should Investigate Before Deciding Upon a School for His Son or Daughter

If it is possible the parent should visit the schools under consideration while they are in session. Catalogues, testimonials and paid solicitors are not always trustworthy sources of information.

Some of the points about the school that the parent should ascertain are as follows:

(1) The teachers, their training, their experience, their personality, their success.

(2) The student body, its ideals, its seriousness of purpose, its reputation locally.

(3) The living conditions as they pertain to health, safety, attractiveness, diet, etc.

(4) The success of the school in meeting the seven objectives of secondary education: health, citizenship, formation of ethical character,

⁷ 1928 Catalogue, p. 27.

⁸ 1928 Catalogue, p. 59.

worthy use of leisure, worthy home membership, command of fundamental processes, vocational guidance.

(5) The scholastic standing of the individual school. Do not take for granted that the particular school has the advantages or disadvantages of other schools of its classification.⁹

(6) The material equipment of the school.

(7) The financial condition of the school. If the school is financially sound it will feel much freer to select worthy students only, than if it is badly in need of tuition fees.

(8) Whether or not the school offers the specific training the student needs. A study of the curriculum will aid in determining this.

(9) Whether or not the school is accredited by a regional educational association.

(10) Student body organizations as Honor Systems, Student Self Government; Athletic policies.

(11) The *Esprit de Corps*.

(12) The cost.

II. THE PRIVATE SCHOOL AND THE PARENT

Parents Urged to Visit Schools

The excellent practice followed by many careful parents of visiting a school before enrolling their child is advised in a number of catalogues:

We urge you to visit the school, interview the Headmaster, and enter into a full, frank and open discussion of your boy's character, his habits, and his capabilities. If you will do this, the Headmaster can tell you definitely what the school can do for him. You can then form a clear estimate of the quality of our school and its potential usefulness.¹⁰

Some of the schools ask to be notified before visitors arrive. Other schools request that visits be confined to week-ends. Parents and other visitors are asked to come at any time convenient for them, by still others:

The reader is invited to visit Baylor at any time without warning or notice, to investigate to the fullest the standards of this school, and to communicate with patrons of Baylor, heads of Colleges and Universities, and the people of the community near which Baylor is located as to the worth of this institution.¹¹

Visitors to cadets are welcome from 3:30 to 5:30 P. M. They may enter the barracks when permitted by the president and accompanied by a cadet. They cannot be received by the cadets during

⁹ Note: The Secretary of the Southern Association will give the parent information about the academic success of the school. A five year record, at least, should be considered.

¹⁰ Foreword 1928 Catalogue, Swavely School, Manassas, Va.

¹¹ 1928 Catalogue, Baylor School, Chattanooga, Tenn., p. 5.

classes or study hours, nor can messages from them to the cadets be delivered at such times, except with the president's consent.¹²

Parents will please confine their visits to Saturday and Sunday afternoons. During visits of parents students are not excused from class or study periods and other common exercises.¹³

Visitors properly introduced will be received on Saturday afternoons but not on Sundays nor during study periods. . . . During the visits of parents the students are still under the rules of the college and the President should be consulted by the parents in regard to any social pleasures proposed for their daughters. No boarding student will be permitted to attend dances in the city or in any of the neighboring towns.¹⁴

Parental Support Asked After Enrollment of Student

After a parent has shown confidence enough in an institution to select it for his child it does not seem unreasonable for the school to ask for parental backing in training the student.

If you send your boy it is assumed that you have faith enough in PORTER to permit the President and his associates to have full control over him; we will receive him on no other terms. You know him as no stranger can. Unless you give us the advantage of that information, you hamper, if you do not actually prevent, the good we might otherwise do him. If the President is entitled to receive the boy, he is entitled to the fullest, freest, frankest confidence as to his personal habits and disposition, and to receive this information at the time of entrance rather than afterwards when perhaps it may come too late to be of any value.¹⁵

The Fishburne Catalogue expresses a similar conviction :

Conformity on the part of the cadet to the regulations existing here is absolutely essential. He must recognize the fact that parental authority and control have been invested in us by his people. They, too, must not overlook this fact, nor break down the discipline of the school by writing permission to sons to do this or that, *but write first to the Principal*, and have the cadet apply to him in due form.¹⁶

And again from the Catalogue of the Hargrave Military Academy :¹⁷

It is the aim of this school to train boys in mind, morals and manners. Discipline, sometimes strict, is ever necessary in the management of every successful school. Parents may not understand, in every case, why their sons cannot do this, or why they must do that.

¹² 1928 Catalogue, Kentucky Military Institute, p. 57.

¹³ 1928 Catalogue, Benedictine High School, Saint Leo, Florida, p. 9.

¹⁴ 1928 Catalogue, Sayre School, p. 30.

¹⁵ 1928 Catalogue, Porter Military Academy, Charleston, S. C., p. 39.

¹⁶ 1928 Catalogue, Fishburne Military School, Waynesboro, Va., p. 73.

¹⁷ 1928 Catalogue, Hargrave Military Academy, p. 19.

The President and Faculty are giving their time, experience, and best work in seeking to do what is best for boys under their charge. We know the depth and purity of a parent's love and the co-operation of all parents in seeking to make the school life of their sons profitable in every possible way. We are doing all in our power to train and prepare boys for the duties and responsibilities of life, whether they enter college or enter their life's work in leaving here; to cultivate their minds, their hearts and their health; and to build up in each one an earnest, well-rounded Christian character. Parents cannot give their sons permission to do what is prohibited, nor to omit what the rules require. In sending their sons here parents agree to accept the discipline of the school, as it may be applied in their cases.

Correspondence

Parents are urged in many of the boarding school catalogues to write to their child regularly and encouragingly. They are also warned that discouraging letters may come from the student and ask that undue concern not be shown about this fact.

The letters of our pupils are not read. We do not undertake to say what shall be written. In view of the fact that letters go home without any oversight, parents should make due allowance for wrong impressions to which young girls are liable. If parents will report to us anything concerning the school which troubles them, we can, in a majority of cases, explain the matter to their satisfaction.¹⁸

Sometimes boys will write home various excuses in order to get their parents to send for them to return. Parents may at all times write or visit the Academy to discuss such matters, but the authorities understand this condition and always handle each case as carefully as possible. Attention to duties and studies and plenty of exercise is the best corrective.¹⁹

A few of the schools censor at least part of the mail. The Benedictine Catalogue²⁰ makes the statement:

All correspondence, excepting letters from parents, is subject to inspection.

Spending Money

A majority of the boarding schools either control the students' spending money allowance through the school office or ask the parents to limit the amount of spending money given to the student. The Staunton Military Academy gives the following advice:

It is earnestly desired that parents decide upon a weekly allowance to be given their sons, and that this amount be strictly adhered to.

¹⁸ 1928 Catalogue, Science Hill Academy, p. 12.

¹⁹ 1928 Catalogue, Fork Union Military Institute, p. 17.

²⁰ 1928 Catalogue, Benedictine Catalogue, p. 8.

We suggest one dollar a week; twice this amount if his reports are good, and no spending money at all while his reports are unsatisfactory. Careful regulation of a boy's pocket money can be made a great factor for producing good results.

The wisdom of withholding the weekly allowance entirely may be doubted since a very great temptation might be placed on the student to obtain money by undesirable means.

Home Study

Practically all of the Day Schools urge the importance of home study.

The attention of the student is specially directed to the importance of *home study*. Since recitations in the various branches fill up almost all the school hours, it is very difficult to advance and utterly impossible to accomplish the work laid out for each year, unless the student devotes at least two hours daily to class study at home. Parents are exhorted to insist on this indispensable duty, and to inform the Faculty should their sons neglect it.²¹

A few of the day schools are very strict in their home requirements as is evidenced by the regulations of the Girls Preparatory School, Mobile, Ala.:

Pupils must stay at home on study nights. No pupil will be retained in school if she fails to observe this regulation.²²

Fathers' or Mothers' Association

Eleven schools, 9 per cent of those answering the private questionnaire, have a Fathers' or Mothers' Association.

III. HOMELIKENESS OF THE PRIVATE SCHOOL

The boarding school that receives the boy recognizes that the burden of providing a homelike condition rests on the school. Suggestions for the accomplishment of this purpose are offered by different schools. We quote some of them:

The life of the boy at McCallie is in separate homes, according to his age and class, and not in large barracks. Married teachers live in these homes. Every effort is made to have a social home-like environment for the students and to make them feel that McCallie is a second home.

²¹ 1928 Catalogue, St. John's School, p. 15.

²² 1928 Catalogue, Girls Preparatory School, Mobile, Ala., p. 12.

The Headmaster living on the campus, has the boys in his own home frequently and is at home to the boys each Sunday evening, and frequently after study hall at night for different groups.

Parties, hiking trips to the mountains, and constant intercourse on the athletic fields enable students and teachers to know each other socially and to form warm attachments for each other.²³

Again:

The attitude of a pupil toward her work is strongly affected by her surroundings. Every effort is made to provide an attractive home life, to have the girls feel the school their home, and learn to love it. Pictures and flowers—the latter during the fall and spring months from the school garden—add much to the attractiveness of the school.

In the building with the girls live the Principal's family and the members of the faculty, all of whom take the most active interest in all that concerns the life of the girls.²⁴

And, again:

The first effort of Danville Military Institute is to make for its pupils a well-ordered, sympathetic, and carefully guarded home life. Cadets are constantly under the refining and elevating influence of a faculty of college-bred teachers. The Superintendent, his wife, and the instructors make the social life of the school more like that of a home than of an institution of learning. The teachers live with the cadets; associate with them on the playground and take their meals with them in the dining-room. In all the activities of school life the presence of the teacher is felt, not primarily as a restraint, but as a positive and quiet influence forming opinion and molding character.

Aside from the "social period" held every day after supper, occasional formal social receptions are given to parents, friends, and distinguished guests, and the cadets assist in receiving. In this way the leading men and women of the community are met. Young ladies will always take a prominent part in all these social functions.²⁵

Homesickness

Homesickness is recognized by most of the boarding schools as a necessary evil. Much advice is given in the catalogues about the wise handling of this malady. The excerpt quoted from the catalogue of Locust Grove Institute is rather typical:

Occasionally students who are away from home for the first time suffer more or less from homesickness. While under its influence pupils usually truthful are apt to write home weird tales of discomfort and unendurable hardships. The spell is generally of but short duration and should not be regarded too seriously. In fairness both to the student and to the school, these complaints should be given but little

²³ 1928 Catalogue, McCallie School, Chattanooga, Tenn., p. 22.

²⁴ 1928 Catalogue, Randolph-Macon School for Girls Danville, Va.,

p. 70.

²⁵ 1928 Catalogue, Danville Military Institute, Danville, Va., p. 14.

weight, unless after careful investigation they prove well founded. In the light of more than twenty-five years experience, we have no hesitation in saying that a little firmness and a refusal to listen to the piteous appeals for permission to come home is the best treatment and the speediest cure.²⁶

Attendance

The necessity of regular attendance is not only urged upon the parents and students by practically all of the schools but many of them impose monetary fines on students who overstay their holiday season or leaves of absences.

Sickness

Practically 100 per cent of the catalogues of the boarding schools stress the fact that they will notify the parent immediately if the student is at all seriously sick.

Provisions Made for Homelike Conditions

Fifty-four schools, 56.8 per cent of the boarding schools answering the private questionnaire, have a house-mother; 82 schools, 86.3 per cent, have a teacher living in each dormitory.

Reports to Parents

In addition to the marks given on courses of study, some of the schools attempt to give much detailed information to the parent concerning the student. Table 32.

The Riverside Academy²⁷ has a very complete system of reports to parents. We quote from their catalogue:

As previously stated, a cadet recites in each of his lessons every day. At the end of the week his average in each study is carefully calculated and transferred to the Record Book. The general average of his course is then determined and this gives his relative rank in the Academy for that week. *Should his average fall below a certain per cent, he is required during the next week, to do his studying at night under the personal supervision of faculty officers, until his average is raised to a satisfactory per cent.*

The Academy mails to each parent a detailed statement every week, showing the grades in each subject that his boy has received during the period. It is impossible for any kind of favoritism to exist for the reason that these averages are shown on the Bulletin Board, where

²⁶ 1928 Catalogue, Locust Grove Institute, Locust Grove, Ga., p. 56

²⁷ 1928 Catalogue, Riverside Academy, Gainesville, Ga.

each cadet can see not only his own marks, but those of every other cadet in the school. By means of these weekly reports the parent is kept fully informed as to his son's progress and standing, and is thus able to cooperate wonderfully with us in his development.

TABLE 32

ITEMS INCLUDED IN REPORTS TO STUDENTS' PARENTS

	No. Stating Condition True
Number of Schools Answering Private Questionnaire....	122
Extra-Curricular Activities	35
Qualities of School Citizenship.....	19
Power to Assimilate the Spoken Word.....	15
Facility for Oral Expression.....	14
Ability to do Original Work.....	23
Extent of Intellectual Independence.....	11
Power of Sustained Effort.....	12
Seriousness of Purpose.....	29
Consideration for Others.....	19
Self-control	21
Study Habits	20
Self-reliance	15
Power of Recalling Material.....	9
Facility for Written Expression.....	18
Extent of Intellectual Interest.....	30
Ability to Carry a Task to Completion.....	19
Reaction to Criticism.....	12
Team-Work Qualities	14
Assumption of Responsibility.....	19
Neatness	26
Obedience	20
Powers of Concentration.....	11
Promptness	18
Faithfulness	19

Additional Requirements Involving the Home

Forty-eight of the 95 boarding schools answering the private questionnaire state that they require the student to write home at least weekly: 38 of these schools restrict the students' spending money allowance; 28 provide places for visiting parents.

IV. THE PREPARATION THAT THE MEMBER SCHOOLS GIVE
THEIR STUDENTS TOWARD BECOMING INTELLIGENT
AND EFFICIENT HOMEMAKERS

Fifty-four of the coeducational and girls schools offer home economics for graduation. Seventeen of these schools offer one unit in Home Economics, 33 offer two units, and 4 offer 3 or more units.

In addition to the courses mentioned above a few of the schools offer specific courses that are designed to contribute to intelligent and efficient home-making but they are too scattered to admit of ready classification.

Most of the schools use indirect means that ought to have a direct bearing on the objective in question. The problems centering about vocation, health, common interests, worthy use of leisure, thorough preparation for life work, money allowances, definite responsibility, and the like, are receiving considerable attention among the member schools. No school is listed on the official records of the Association as giving credit toward graduation for studies dealing with efficient parenthood.

CHAPTER VI

THE VOCATIONAL GUIDANCE OBJECTIVE IN THE SOUTHERN PRIVATE SCHOOL

VOCATIONAL GUIDANCE DEFINED

We conceive Vocational Guidance to have three functions: An intelligent directing of the individual toward a determination of the work he can best and most happily do in life; helping him to find a position in the vocation of his choice, and supervising his progress after he has entered his work. The definition is based on the assumption that both the individual and society are best served when the individual is doing the thing for which nature and training have fitted him.

VOCATIONAL GUIDANCE IN THE SOUTHERN PRIVATE SCHOOLS

Less than 25 per cent of the Southern private schools place any emphasis on the vocational aim of education in their catalogues, except where college preparation is considered a part of this objective. Only 9 schools, 7.4 per cent of those answering the private questionnaire, indicate that they are using standardized tests to determine a student's aptitude for a particular vocation; 17 of these schools, 13.9%, are giving orientation courses; 13 schools, 10.7 per cent, are centering some extra-curricular activities around vocational exploration and 5 schools, 4.1 per cent, are using case records for the purpose of intelligent vocational guidance.

Answers to the private questionnaire indicate that the private schools have relied to a large extent on inspirational addresses, and heart-to-heart talks with students rather than followed any logical, definitely worked out plans for vocational guidance; whereas, head-to-head talks, as Brewer¹ says, would be far better. Only about one-third of the schools say

¹ Brewer, John M., *Case Studies in Educational and Vocational Guidance*, Ginn & Co., Boston, 1926, p. 209.

that they point out to the student such things as: "The true nature of the work he is interested in, the qualifications and training needed, the time required for mastery, the remuneration that may be expected, the probable demands for the particular work, the opportunities for advancement, and the main advantages and disadvantages.

Eighty-seven schools, 71.3 per cent of the number answering the private questionnaire, state that they are primarily college preparatory institutions. In some of the schools, as the mountain schools, mission schools and orphanages, the assumption is that most of their graduates will not go to college. In these latter institutions the problem of vocational guidance and vocational training are receiving a great deal of consideration.

The statistical facts quoted give abundant evidence that vocational guidance, as it is ordinarily understood, is not a primary objective among the private schools of the South that are chiefly college preparatory. The minority group among these schools, comprised of students who do not go to college, deserve more attention along the line of vocational guidance than apparently they are receiving.

It seems equally obvious that since such a large majority, about 70 per cent, of the graduates of the member schools go to college that the private school should, by all means, include college selection under its guidance program. This does not imply that the authorities will seek to coerce the student, in any way, to choose a particular college, but that they will have facts in hand that will allow him and his parents to decide intelligently. This procedure would undoubtedly, in many cases, keep the student away from a college, simply because his father is an alumnus or some of his friends are going. It would also, in all probability, reduce the percentage of Freshman failures among private school graduates.

SUGGESTIONS ON VOCATIONAL GUIDANCE FOR PRIVATE SCHOOLS

(1) Before a student enters school a counsellor should, when it is possible, meet with the parent and the student with the definitely set task of explaining to them the courses of

study available and of planning together a school program for the student. The Pittsburgh program² follows this plan.

The parent and the student should know what consequences are incident to any changes made after a course has once been entered upon and no change of any moment should ever be allowed without the parents' full knowledge and consent.

(2) Authorities should begin building up case records of the student as soon as he becomes affiliated with the school so that advice may be given with as many facts as a basis as is possible.

(3) Standardized tests should be given students with the end in view of getting all available information about his aptitudes and capabilities.

(4) When the school is equipped to give them, try-out courses are advised during the academic year. Practical summer experimental courses should be sponsored where occupations in which a student has evinced an interest may be tried under actual "field" conditions. The Wright School has followed this plan with success.

(5) The vocational guidance counsellor should be trained for his work. He should know the student, his environment and his parents. The counsellor should meet with the student before every important change period, such as promotions, etc., and help him choose wisely.

(6) Griffiths³ lists the following information that the counsellor should be able to supply about any occupation in which the students are interested:

- (a) The supply and demand for each kind of work. General and local.
- (b) The financial rewards.
- (c) The rewards, other than financial.
- (d) What people engaged in the work like about it.
- (e) The unpleasant or "seamy" side of the work.
- (f) The opportunities for advancement.
- (g) Stability or permanence of employment; dangers of seasonal unemployment.

² Vocational Guidance Bulletin, Pittsburgh Public Schools, Pittsburgh, Penn., 1922, p. 34.

³ Griffiths, Charles H., *Fundamentals of Vocational Psychology*, The Macmillan Co., New York, 1925, p. 345.

- (h) The minimum intelligence required.
- (i) Special intellectual abilities required.
- (j) The necessary physical qualities, such as health, strength, size, height, dexterity and speed.
- (k) The most essential traits of character and temperament (in addition to those which are needed in almost any line of work).
- (l) Those traits or qualities of character or temperament which are likely to be a handicap.
- (m) The amount and kind of education required, or is of special value.
- (n) Means of getting closer contact with the work to enable him to see if he likes the work itself.
- (o) The effect upon home life. Does the work demand absence from home for weeks or months at a time?
- (p) The possibility of changing from the work to some other without too great a loss.
- (q) Necessary capital for securing the necessary education, for living through the period of "getting started" in such professions as law, medicine or art; for a margin of safety during periods of unemployment; for capital demanded by the business itself.

(7) The counsellor should be able to furnish full and accurate information about the particular college of a student's choice.

(8) The counsellor should prepare definitely for each particular interview. He should study his case records before he meets the student so that he will not only have the facts about him and his problems in hand but will give the student the impression that his interests are receiving thought and care.

(9) Self-analysis tests have not been shown to possess a high degree of reliability. In the test given by Knight and Franzen⁴ the conclusion was reached that students tend to over-estimate themselves or to under-estimate their fellow students. Dr. Howard Bement, writes that he is opposed to the use of self analysis tests because they often induce unwise introspection on the part of the student. With the data we have in hand we could not say that too much can be concluded from these tests. On the other hand, the Federal Board for Vocational Education⁵ suggests a combination questionnaire involving the pupil, the teacher and the parent that seems to have virtue in it. Some of the questions asked follow:

⁴ Knight, Frederick B. and Franzen, Raymond H., *Pitfalls in Rating Schemes*, Journal of Educational Psychology, Vol. 13, pp. 204-213.

⁵ Annual Reports of Federal Board for Vocational Education, Government Printing Office, Washington, D. C., pp. 240-241.

A. QUESTIONS ASKED OF THE PUPILS

- (1) What kinds of work have you done?
- (2) For what work have you received money?
- (3) What kinds of work do you like best to do?
- (4) Why do you like them?
- (5) Which school students do you like best?
- (6) What do you like about them?
- (7) Name, in the order of your present preference, three occupations which you are considering.
- (8) Why are you considering these occupations?
- (9) Have you definitely decided on the occupation you named first?
- (10) How do you intend to prepare for any of these occupations?

B. ASKED OF THE PUPILS' TEACHERS

- (1) What success has this pupil had in the past semester?
- (2) Do these successes point toward any particular college?
- (3) Please mark your estimate of the pupil's qualities on the following schedule: Scholarship, Industry, Initiation, Reliability, Cooperation, Cheerfulness, Courtesy, General Intelligence.
- (4) Remarks and recommendations.

C. ASKED OF PARENTS

- (1) What interest in specific occupations has the pupil shown?
- (2) What qualities of character stand out strongly?
- (3) Do you think the pupil is inclined toward any specific college?
- (4) In what way can the school help you and the pupil?

(10) Weaver and Byler⁶ advocate a vocational exhibit in each school. Such an exhibit could contain charts, photographs, catalogues of manufacturing establishments, catalogues of schools and colleges, clippings from industrial magazines, accident prevention literature, machinery models, data about local mining, factories, and things of this nature. The younger pupils in school usually are much interested in making and maintaining such exhibits.

(11) Reasons for advice given to students should in all cases be carefully tabulated so that another counsellor taking up the work may proceed with it as intelligently as possible.

⁶Weaver, E. W. and Byler, J. Frank, *Profitable Vocations for Boys*, New York, A. S. Barnes Co., 1921, p. 10.

CHAPTER VII

THE SOUTHERN PRIVATE SCHOOL AND THE CITIZENSHIP OBJECTIVE

The Southern Association has set up no standard on the citizenship objective of secondary education.

In order to ascertain the conditions that exist among the member schools and to judge how well the citizenship objective is being attained, four lines of inquiry were used centering about: Formal courses involving citizenship that are given in the schools, student organizations that promote the idea of citizenship responsibilities, citizenship marks on students' reports, and the question of the private school itself as a fit instrument for training citizens of a democracy.

I. FORMAL COURSES INVOLVING CITIZENSHIP

The catalogues of all the member schools do not give the program of studies, but no case was found among those listing this information where United States history is not offered. According to the official records of the Association 85 schools, 52.1 per cent of the total, offer three units in history toward graduation. Sixty-three schools, 38.7%, offer four units; 3 schools, 1.8%, offer 5 units and the remaining 12 schools, 7.4%, offer either 2 or $2\frac{1}{2}$ units in History toward graduation. It is rather safe to assume that one of the courses in each school involves the history of our own country. One hundred thirty-one schools, 8 per cent of the total, offer Civics for graduation. The State Educational manuals of five of the Southern States,¹ show that they require American History or a study of the Constitution in their secondary schools. The Association will not accredit a private school that has not been placed on the highest approved list of its own State.²

¹ Alabama, Kentucky, Louisiana, South Carolina, Texas.

² Article X.

II. STUDENT SELF-GOVERNMENT

Forty-two schools, 34.4 per cent of those answering the private questionnaire, have some form of student self-government. In all cases restrictions have been placed on the exercise of punitive power by the student organization. In spite of the fact that the powers of the student government organizations are limited, they serve as means of developing citizenship responsibilities. They also develop the idea that a student is answerable, in part at least, to his organization as well as to himself for his actions.

A CLASSIFICATION SYSTEM

An excellent classification system that tends to emphasize the individual's responsibility for his own grouping has been worked out by the Asheville School for Boys, Asheville, N. C. We quote it in its entirety.

CLASSIFICATION SYSTEM

I. All boys shall be classified by a committee, to be known as the Classification Committee, every two (2) weeks.

II. A. The Classification Committee shall consist of:

1. A permanent chairman.
2. Three (3) members of the faculty.
3. Three (3) members of the student body, as follows:
one (1) each from the Sixth, Fifth and Fourth Forms.

B. All members of the committee shall serve by appointment of the Headmaster, and be relieved from duty at his discretion.

C. Student members of the committee shall have *de facto* Class A rating, as hereinafter defined, for the period during which they serve.

III. Classification shall be into four (4) groups, entitled: Class A, Class B, Class C, and Class D.

IV. Classification shall be effected on a basis of the number of points received out of a possible total of one hundred (100) points, which shall be distributed as follows:

A. For scholastic standing,

15

NOTE.—For purposes of determining rating under this head, the grades turned in at intervals of four (4) weeks will be of effect for both of the ensuing two (2) week periods.

- | | |
|-------------------------------------|----|
| B. For efforts in studies, | 16 |
| C. For extra-curricular activities, | |

NOTE.—under this head will be included interest and effort in regular athletics, as well as active participation in any activity recognized as of interest to the school.

- | | |
|-----------------------------|----|
| D. For deportment, | 16 |
| E. For attendance, | 8 |
| F. For room order, | 4 |
| G. For personal appearance, | 4 |
| H. For general attitude, | 20 |

Total	100
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V. The following privileges and limitations shall prevail for boys in the respective classes :

A. Class A.

1. No compulsory attendance at study hall, with freedom of rooms during all study periods.

NOTE.—freedom of rooms is defined as the right to come and go at will, but not to leave school grounds or to commit any act subversive of good order.

2. Two (2) town permissions a week, subject to the discretion of the Headmaster or Dean.
3. Week-end permissions, only for the purpose of visiting approved relatives or friends, subject to discretion of the Headmaster or Dean. Such week-ends may involve absence from school appointments by approval of the Headmaster or Dean and consent of the masters concerned.
4. Right to engage in an unlimited number of extra-curricular activities.
5. Right to be excused from dining hall before the opening of the doors.
6. Each Class A rating earned during the fall or winter term shall entitle the boy to an additional twenty-four (24) hours vacation to be taken at the end of the next regular vacation.

B. Class B.

1. No compulsory attendance at study hall, with freedom of rooms during the 5:40 to 6:20 study period.
2. One (1) town permission a week.
3. Not more than one (1) week-end permission.
4. Right to engage in two (2) extra-curricular activities, apart from regular athletics and choir.
5. Each Class B rating earned during the fall or winter term entitles the boy to an additional eight (8) hours vacation.

NOTE.—all provisions under "B" shall be construed as subject to the same definitions and limitations as corresponding provisions under "A."

C. Class C.

1. Compulsory attendance at study hall during all study periods.
2. No town permission, except by special permission of the Headmaster or Dean for an unavoidable medical appointment.
3. No week-end permission.
4. Right to engage in one (1) extra-curricular activity, apart from regular exercise and choir.
5. Barred from participation in any athletic contest which would involve absence from a school appointment.

D. Class D.

1. Compulsory attendance at study hall during all study periods.
2. No town permission, except as under "C," 2.
3. No week-end permission.
4. Barred from engaging in any extra-curricular activity, apart from regular exercise and choir.
5. Barred from participation in any scholastic athletic contest.
6. Required to serve two (2) hours detention in the study hall on Wednesday and Saturday afternoons.
7. On bounds at all times.
8. Each Class D rating acquired during a term shall require the boy to remain in school twenty-four (24) hours after the regular beginning of the next vacation.
9. If any boy acquire two (2) Class D ratings in any two (2) consecutive two (2) week periods; or four (4) Class D ratings in any two (2) consecutive terms; or five (5) Class D ratings in any one (1) school year, he shall *ipso facto* be dismissed from the school.

VI. If the duly excused absences of a boy amount to four (4) or more days during any two (2) week period, his rating for the previous period shall be in effect, with this reservation: that a Class D rating so acquired shall not be effective for purposes of expulsion or for requiring a boy to remain at school after the regular beginning of any vacation.

VII. The privileges and limitations determined by classification shall be effective only during the two (2) week period following each announcement of ratings.

VIII. No privilege given as a reward under this system shall under any circumstances be granted to a boy who has not earned it by his classification.

IX. For any two (2) week period a boy shall not receive a rating which is more than one (1) class higher than that which he received for the preceding period.

X. If the influence of any boy is believed to be harmful to the school, apart from any overt acts of disobedience or insubordination, he may summarily be dismissed.

III. CITIZENSHIP MARKS ON STUDENTS' REPORTS

Ten schools, 8.2 per cent of those answering the private questionnaire, give the student a citizenship mark on the report to his parents. The most complete statement of the

basis of this rating was found in the catalogue of the Darlington School:³

It is the opinion of the Darlington faculty that the monthly report card does not give an adequate record of a boy's work when it shows only the grades he has earned in his studies for the month. A student's conduct, his attendance, his interest in the school activities, his attitude and performance as a school citizen are of importance to him and the school and he should be graded as accurately as possible on these things.

It is hoped that by this method of taking into consideration other things besides the regular studies, a boy may learn the importance of citizenship. If he is a good citizen in school he should become a good citizen in his community. To encourage the students along these lines, one page of the monthly report card is devoted to "Citizenship Standing." The student's rating is determined by his conduct, punctuality, performance of extra-class duties, class marks, and cooperation with and contribution to the school organization as a whole.

IV. THE DEMOCRACY OF THE SOUTHERN PRIVATE SCHOOL

In a great many text books on education where space is devoted to private schools the democracy of these schools is questioned. The matter has not been confined to a theoretical discussion, for the famous "Oregon Case" occasioned action by the United States Supreme Court. Nor is the topic a closed subject for in January of this year (1930) Dr. Thomas H. Briggs, Teachers College, Columbia University, in the Inglis Lectures at Harvard University, proposed the abolishing of all private schools claiming, among other things, they are the hotbeds of snobbery. Dr. Rollo G. Reynolds, principal of Horace Mann School of Teachers College, a private school, charged his colleague with proposing the nationalization of children as in Russia.⁴

Standards for Judging the Democracy of the Southern Private School

We shall use six standards for judging the democracy of the Southern Private Schools. No claim is made that these criteria are all inclusive or that they might not be modified with profit. They will serve at least to present the subject.

³ 1928 catalogue, Darlington School, Rome, Ga., p. 25.

⁴ Reported in *Baltimore Sun*, Jan. 10, 1930.

Standard I.—The private school shall have the approval of both the national and state educational authorities.

Education, as a social interest, is so intimately connected with the state that it is the duty of the state to see that the educational institutions are conducted for public welfare and the duty of the institutions to function for the good of society. The Constitution of the United States grants the individual states the right to exercise police power, within certain limits, for the purpose of restraint and enforcements. This power, as far as education is concerned, is administered by the state educational authorities.

Police Power Defined

Freund⁵ defines police power :

The police power restrains and regulates, for the promotion of the public welfare, the natural or common liberty of the citizen in the use of his personal faculties and of his property (and that) the maximum of this power is that every individual must submit to such restraints in the exercise of his liberty or of his rights of property as may be required to remove or reduce the danger of the abuse of those rights on the part of those who are unskilled, careless, or unscrupulous.

Police Power Limited

While the states have the right to regulate and restrain both individuals and institutions, this privilege may not be used despotically. To insure fairness and a certain amount of uniformity of action on the part of the state the Federal Government has limited the "police power" that the several states may exercise.

The state legislature is not the final judge of limitations of the "police power," but its enactment will be set aside when found to be an unwarranted, arbitrary interference with the constitutional right to carry on a lawful business or occupation, and to use and enjoy property. (296 Federal 929.)

A Test of Police Power

In 1922 an effort was made in the state of Oregon to force all students of compulsory school age to attend public schools.

⁵ Freund, E., *The Police Power*, Chicago, Callaghan & Co., 1904, p. 17 and p. 6. Quoted by Cole, Robert Danforth, *Private Secondary Education for Boys in the United States*, University of Pennsylvania, 1928, p. 49.

The case finally reached the United States Supreme Court and the now famous "Oregon Decision" was handed down:

The fundamental theory of liberty upon which all governments in the Union repose excludes any general power of the state to standardize its children by forcing them to accept instruction from public teachers only. The child is not the creature of the state; those who nurture him and direct his destiny have the right, coupled with the high duty, to recognize and prepare him for additional obligations. (268 U. S. 534.)

Attitude of Southern States Toward Private School Regulation

Theoretically, as far as the Southern Association is concerned, the state educational authorities could exercise a very great regulatory power over the private schools, for Article X of the Standards of the Association for Secondary Schools reads:

Schools on the Southern List must be in the highest class of schools as officially listed by the proper authorities of the state.

Actually, the state authorities have adopted, to a great extent, a "let alone policy" with reference to these institutions. Some of the states do not even inspect the private schools except upon request. This fact is set forth in the Virginia and South Carolina manuals:

On request, private and denominational secondary schools will be inspected. If they meet all of the requirements set forth for accredited public high schools, they will be accredited. No fees are charged.⁶

At their own request we have rated the work of the following private schools from records submitted to this office, and find that the graduates therefrom have earned a minimum of sixteen units.⁷

Personal letters from ten of the eleven state inspectors involved give the information that in no case is the type of inspection for the private school more rigorous than that for the public. In some cases there is evidence that the private school is not subjected to as critical an examination, in all particulars, as the public is. Mr. Mark Godman, High School Supervisor for Kentucky, writes: "In public high schools

⁶ Manual of Administration for High Schools of Virginia, p. 15, par. 32.

⁷ Official Classification of South Carolina High Schools for Session 1928-1929, State Department of Education, p. 8.

all teachers must hold legal high school certificates. In private high schools no certificate requirement is imposed." J. Henry Highsmith, Director High School Inspection, North Carolina writes: "The standards for accrediting high schools are applied alike to both public and private schools, except in the matter of average daily attendance. A private school must employ the required number of teachers, but the regulation relative to average daily attendance is not imposed since the state is not paying the bill."

Participation in State Funds

Objection to the private school cannot be made on the ground of state expense. None of the southern states allows the private schools to participate in state funds. The Mississippi law in this regard is fairly representative:

No religious or other sect, or sects, shall ever control any part of the school or other educational funds of this state; nor shall any funds be appropriated towards the support of any sectarian school, or to any school that at that time of receiving such appropriation is not conducted as a free school.⁸

County Contracts with Private Schools

Some of the states make contracts with private schools for the education of pupils in those localities where there are no public schools. We quote the Tennessee law applying to this case.

The County Board of Education shall have power to make contracts with proper authorities of private schools, or with City Boards of Education whereby the county high school may be taught in said private or city schools; provided that the high school branches be taught free of charge to all pupils of the county entitled thereto; provided, further, that the authority of the State Commissioner of Education, County Superintendent and all public school officers shall be as full and ample in such schools as in other county high schools; and provided, further, that no teacher shall be employed in teaching the said high school branches unless said teacher have a teacher's certificate of such grade as may be prescribed for said services, and unless the employment of said teacher shall be approved by the County Board of Education.⁹

⁸ Provisions of the State Constitution for Public Education, Section 208.

⁹ High School Manual, Department of Education, State of Tennessee, par. 8, pp. 4-5.

The Law of Charities

Under the Law of Charities, both public and private educational institutions have been designated as a proper subject for gifts and endowments, and, under most conditions, as worthy of being free from taxation.

Establishment of Charitable Institutions

No Southern state has contested the right of the private school to receive gifts or endowments, though some of the states are more stringent in allowing the establishment of charitable institutions than others, as the Louisiana law indicates:

No educational or charitable institution, other than the State institutions now existing, or expressly provided for in this Constitution, shall be established by the State, except upon a vote of two-thirds of the members elected to each house of the Legislature.¹⁰

Conclusion

The conclusion must be reached, as far as the first criterion is concerned, that the private schools of the Southern States are recognized fully by law and that there is no official evidence that these institutions are undesirable from the standpoint of the state or national educational authorities.

Standard II.—The chief object in view in maintaining an educational institution shall be the good of the students attending it.

Church Schools

There are 39 Catholic schools and 51 Protestant church schools among the 163 member schools of the Association. The *raison d'être* for establishing these schools was to give the students religious training in addition to secular training. The institutions were not established as commercial enterprises.

¹⁰ Articles of the Constitution of 1921, Article IV, Section 14.

Non-Profit Making Schools

Thirty-six schools, 22.1 per cent of the total, are neither church schools nor profit-making schools. They comprise training schools, privately endowed schools and others that have been established for purely philanthropic purposes.

Private Venture Schools

Thirty-seven schools, 22.7 per cent, are profit-making institutions. To this classification some objection may be legitimately brought under Standard II.

That some of the private venture schools were established with philanthropic motives cannot be doubted. The excellence of their equipment, the record of their graduates, the small amount charged for tuition in comparison with Eastern private schools,¹¹ and the well-trained faculty bear testimony to this fact. The head of one of these schools whose record has always been outstanding writes: "Theoretically we are a profit making institution, actually we have never made a profit."¹² The writer knows from ten years connection with this particular school that the object for which it exists is the furtherance of Christian education and not private gain.

Individual Attention

The literature of the member schools points out repeatedly that the individual is their unit of instruction. Hardly a catalogue fails to mention individual attention as an outstanding characteristic of their system. The attitude of the private school on this subject is that the public school in all of its activities must have in mind the average student to a much greater extent than is necessary in the private school. Croly¹³ expresses his conception of the private school on this point:

Whenever the attempt to discriminate in favor of the average or indiscriminate individual has succeeded, it has succeeded at the expense

¹¹ The charges of the Southern Schools are given in Chapter II.

¹² S. J. McCallie, McCallie School, Chattanooga, Tenn.

¹³ Croly, *The Promise of American Life*, New York, The Macmillan Co., 1914, p. 195.

of individual liberty, efficiency, and distinction. Whenever the exceptional individual has been given any genuine liberty he has inevitably conquered.

If this statement is true then Standard II is met by a great majority of Southern Private Schools.

Conclusion

There is evidence that some of the private secondary schools of the Association have private financial gain as a motive for their existence. These schools are in a minority, however. The great majority of the schools are entirely philanthropic in their ideals.

The private schools have undoubtedly contributed their part toward meeting the "individual difference" tenet that now occupies such an important place in the theory of education.

*Standard III.*¹⁴—Acceptability for membership in an institution shall be determined by the capacity and inclination of the individual and not by wealth or social prestige.

It is probably universally true that every institution is proud of certain social affiliations that it has made. However, there is no evidence that acceptability for membership in any of the Southern private schools is determined by wealth or social position.

Fees Charged

In order for the private school to exist it must necessarily charge fees that will cause the exclusion of many who might otherwise desire to attend them. This statement applies equally to universities like Johns Hopkins, to private hospitals, conservatories of music, and fraternal orders.

Comments

The danger inherent in the private school situation as implied by Standard III, however, is recognized by most of the member schools. Steps have been taken in some of the

¹⁴ Standards III and IV were suggested by Dewey, John, *Democracy and Education*, Macmillan Co., New York, 1916.

schools to minimize the hazard involved as the following quotations will show :

We have sons of millionaires here and sons of indigent widows. No one can say that one has any better chances to be head of the school than the other. (Headmaster, C. G. Chamberlayne, St. Christopher's School, Richmond, Va.)

One-tenth of our places are free. We have many very poor boys, many whose mothers work. In the eyes of our boys, a fellow is what he is, not what he has. Private schools, however, must guard against snobbery. (Prin. Julius T. Wright, University Military School, Mobile, Ala.)

Catholic private schools base their philosophy on the teachings of Christ, emphasizing the brotherhood of man and the Fatherhood of God; all men are equal before God. (Sister Marie, Prin., Holy Rosary Academy.)

I am sure our school is not undemocratic. All receive the same fare, the same treatment and they must wear the same style and quality of clothing. (Prin. G. Leland Green, The Berry Schools, Mount Berry, Ga.)

Our school is certainly not internally undemocratic. A boy here is judged on his own merits, not by his father's status. (Headmaster E. L. Wright, Darlington School, Rome, Ga.)

As a mark of a good school for an American boy, we put a truly democratic spirit second only to morality and spiritual soundness. Snobbishness cannot survive in the atmosphere of Allen Academy. Each boy is put absolutely upon a basis of personal worth, whether he be the son of a millionaire or of a poor man. We try to make the Academy "a school for gentlemen," whether those gentlemen be in patches or in broadcloth. (From the 1928 Allen Academy catalogue, Bryant, Texas, p. 48.)

No student will be allowed to appear on the platform on public occasions, such as recitals, musicals, etc., or during commencement week, dressed in expensive finery, or with a display of jewelry. The style of dress worn on all such occasions will be regulated by a committee of the faculty. (From the 1928 Sue Bennett Memorial catalogue, London, Kentucky, p. 46.)

The Academy offers to worthy boys who need financial assistance opportunities for self-help such as service in the dining room and on the campus. While positions are not numerous, several may be helped in this way. (From the Emory University Academy catalogue, Oxford, Ga., p. 33.)

Fraternities

The objection once made to private education that exclusive fraternities within the organization bespeak the fact that even internally these institutions are undemocratic does not apply to an appreciable extent to the member schools of the Southern Association. Only four schools of the one hundred twenty-two answering the private questionnaire indicated that fraternities are allowed.

Conclusion

It is possible that facts justifying such statements as that of Douglass¹⁵ that "for a century and a quarter Harvard listed students according to the rank and social standing of their parents" and of the Cyclopedia of Education¹⁶ that "on the basis of social selection there are reared the most famous and perhaps the best of the private schools" have led to the generalization that the modern private school is more "socially" centered than the facts indicate.

Within the Southern private school there is certainly no marked violation of Standard III, although there is undoubtedly some.

Standard IV.—The interests and responsibilities within a social group shall be consciously shared by all the members of it.

The fourth criterion is met largely in the private school by forms of student government, by honor systems and by all factors that tend to build up the *esprit de corps*. These features of the member school are discussed in detail in this and other chapters. This standard of democracy seems to be well complied with.

Standard V.—There shall be proper interaction and cooperation between the different groups and between each group and society at large.

The fifth criterion strikes at the weakness of the Southern private school as a democratic institution to a greater extent than any of the others.

Democracy Within the Organization

There is a great unanimity of opinion among the heads of the private schools that their particular school is internally democratic. The military schools point out that military honors and promotions come only through service and efficiency, that all cadets begin in the ranks, dress alike, and are

¹⁵ Douglass, Aubrey A., *Secondary Education*, Houghton Mifflin Co., Boston, 1927, p. 13.

¹⁶ Op. cit., "Characteristics of Private Schools."

accorded like treatment. Many of the non-military and girls schools require school uniforms to be worn at all times so that class distinction within the organization may be minimized.

The Private School Students and Outsiders

Some of the comments of the heads of the member schools indicate that the relationship between the private school student and society could be improved.

There is sometimes a feeling of social difference on the part of boys who "go off" to preparatory school which smacks of class and is not democratic in the fullest sense. (Pres. William R. Phelps, Randolph-Macon Academy, Bedford, Va.)

The attitude of students toward outsiders is sometimes very undemocratic. (Headmaster J. Carter Walker, Woodberry Forest School, Woodberry, Va.)

Occasionally pupils exhibit an attitude of snobbishness toward their neighbors who attend the public schools. This can be avoided by proper supervision. (Dean Frank D. McClelland, Pikeville College Academy, Pikeville, Ky.)

The Private School—Private School Relationship

The private schools of the South have few organizations that bind them together. The schools do not exchange ideas freely that might lead to the improvement of the individual schools. There is evidence, also, that there is not always a cordiality of relationship between the member private schools of the Association. Thirty-four schools, 27.9% of those answering the private questionnaire, state that they have found unfair soliciting for students prevalent; 38 schools, 31.1%, state that they have encountered rate-cutting competition in student soliciting; 15 schools, 12.3%, that lack of mutual confidence operates among the members and 20 schools, 16.4%, that jealousy is present.

The Private School—Public School Relationship

A great deal can be done to improve the relationship between the private and public schools in the South. Of the 122 schools answering the private questionnaire 87, 71.3%, stated that the public school is friendly to them, 21, 17.2%,

that the public school is neutral, 9, 7.4%, that it is unfriendly and 1, .8%, that it is actively opposed. Few private schools belong to public school athletic associations and it is seldom that private schools compete in the "District Meets" of the public school. If the attitude could be assumed by both educational agencies that they are vital elements of one big system, involving proper secondary education, the strained relationship that exists at times might be remedied.

The Private School Parent

There is some feeling that the parents of pupils in private schools do not take as much interest in public education as they might. Koos³⁷ adds a warning along this line:

"Everything possible should be done to prevent the well-to-do and others from taking the unsocial view that, with their children cared for in expensive and exclusive private schools, the problem of maintaining effective public institutions is not a vital one. Such an attitude is contrary to the best American traditions."

Conclusion

The Southern private schools can profitably take steps to improve their compliance with Standard V.

Standard VI.—A private institution shall do more for society than simply duplicate the work already being done by a public institution.

Characteristics of Private Schools

Under the head "Characteristics of Private Schools" the *Cyclopedia of Education* lists some advantages in the private school situation:

Probably the most permanent service of private schools, since they are thus flexible, lies in their utility as experimental schools.

... For no step to advance in education has ever been taken without the leadership of private schools.

Like a voluntary religious organization such schools enjoy the immense advantage of freedom of association, of personal initiative, of individual growth.

³⁷ Koos, Leonard V., *The American Secondary School*, Ginn & Co., Boston, 1927, p. 351.

Thus the two kinds of schools (public and private) are perpetually acting and reacting on one another, to the good of both; each tends to impart to the other its characteristic virtues and excellencies.

The private schools can do some things the public high schools would not do, if they could, or could not, if they would.

They (the private schools) are not only the home of lost causes and impossible loyalties; they work in advance of the main body.

And speaking of the endowed private school:

"It is by permanence emancipated from dangerous commercial traits, while on the other hand it is free to follow, without confusion or control, its special task or special aim."

Koos¹⁸ cites another case in which the private school serves:

The distribution by age of students in some private schools shows that not infrequently the maturer student, who when younger did not have access to a high school, finds there the opportunity to secure education without embarrassment because of his age.

Some of the specific cases in which the private school is the only agency that in any way adequately solves an existing need are cited in the literature of the member schools:

The private schools offer educational facilities to a student who has no first-class high school available.

The private school offers a situation closely resembling the home to students whose homes have been broken for any cause.

The private school offers religious instruction.

The private school offers an environment that is controlled to a greater extent than is the case in any other school agency.

The private school is able to meet the individual needs of a student desiring specialized instruction better than any other school agency.

The private school boarding situation allows the student to break home ties under conditions that do not grant him excessive freedom.

Conclusion

The Southern private school is doing a work that at present, at least, is not being duplicated by any other educational agency.

¹⁸ Op. cit., p. 350.

THE DEMOCRACY OF THE PUBLIC SCHOOL

We usually proceed on the assumption that the public school is entirely democratic. Brown¹⁹ interposes a word of caution:

There is need even in public schools, to guard against the subtle danger of valuing men for something other than what they are. It would be a very great mistake, too, to assume that the tendency of private schools is mainly or even largely undemocratic. It would not appear that such is the case. A large and well-established boarding school certainly has a democracy of its own, which imposes a wholesome check on some forms of exclusiveness.

Some expressions of a kindred feeling were received on the private questionnaire. A few quotations are listed in proof:

I know of no public school that is as democratic as McCallie. There are no girls in the school to create social distinctions. Poor boys frequently win the highest honors. (Headmaster S. J. McCallie, McCallie School, Chattanooga, Tenn.)

In my ten years in public school work I found more undemocratic conditions than I have found since in the private schools. In the smaller school community, girls from less pretentious circles are often leaders. They are more readily recognized for real merit. (Prin. Tommy P. Duffy, Girls Preparatory School, Chattanooga, Tenn.)

Social differences are not as obvious in a private school as in the public. (Prin. Eleanor C. Chase, Salem Academy, Winston-Salem, N. C.)

Snobbery is usually a product of the home and not of the school. (Prin. Clarence C. Henson, Isidore Newman Manual Training School, New Orleans, La.)

Young people are essentially democratic, but people of all ages will naturally seek and find their levels financially, intellectually, socially—whether in private or public school, or in after life. (Prin. L. D. Scott, Washington Seminary, Atlanta, Ga.)

The spirit and personality of every school is created by the policy of its management. Therefore, the private school is sometimes more democratic than the public. (Prin. James A. Peoples, Lee School for Boys, Blue Ridge, N. C.)

I spent nine years in public school work. I believe the Catholic School is more democratic in spirit than the public schools that I know intimately. (Prin. D. L. Leary, Father Ryan High School, Memphis, Tennessee.)

Conclusion

The public school is probably a more democratic institution than the private, although it is far from meeting the ideal.

¹⁹ Brown, Elmer Ellsworth, *The Making of our Middle Schools*, Longmans, Green & Co., New York, 1918, p. 456.

Koos²⁰ in discussing the social value of the private school has stated the case rather fairly. He concludes by saying :

Notwithstanding the several services (of the private school), one may judge from some of the data presented that the private school is, in the long run, not democracy's school to the extent to which the public high school is democracy's school. That is not to say that private schools are contributing nothing to democratization. Individual schools are without doubt accomplishing something in this direction. And there are public high schools which may be obstructing it. But the trend of evidence is on behalf of the public institution.

In this judgment we are inclined to concur.

²⁰ Op. cit., p. 351.

CHAPTER VIII

THE WORTHY USE OF LEISURE OBJECTIVE IN THE SOUTHERN PRIVATE SCHOOL

The Southern Association has centered a great deal of thought and discussion about certain phases of extra-curricular activities but has set up no standard on the worthy use of leisure objective of secondary education.

This objective will be discussed under five headings:

- I. Inter-scholastic or competitive sports.
- II. Intra-mural or recreational sports.
- III. Extra-curricular activities that are not primarily athletic or social.
- IV. Pupil activities that are distinctly social in the narrower sense.
- V. School activities that involve patrons and community.

Religious activities have been discussed in another chapter.

I. INTER-SCHOLASTIC OR COMPETITIVE ATHLETICS

A Problem

The matter of inter-scholastic athletics has been a major problem among the boys schools of the Association for many years. Very much the same conditions operate in the private schools as in colleges. The same factors that have caused colleges to over-emphasize competitive athletics have caused many of the private schools to do the same thing. Good athletic teams have advertising value, tend to build up the *esprit de corps* and are sources of revenue for the maintenance of the athletic program.

The Private-Public School Athletic Situation

Many of the heads of the member schools answering the private questionnaire feel that the soliciting of public school athletes by the private schools for boys has been responsible, to a large extent, for these two educational agencies not working together more harmoniously.

A great many public schools within the Association confine their competitive games to those with other public schools. Relatively few private schools belong to the state high school athletic association, partly on account of the "one year rule" enforced in some of the states. The private school officials have felt, though not with unanimity of opinion, that since the private school does not usually have the elementary grades and, therefore, must necessarily receive its students from the public schools in order to exist, that the athlete who meets all other regulations should not be barred from competitive games on account of any residential requirement. The situation between the public school and the private is not analogous to that between colleges as far as patronage is concerned. The logical and essential recruiting grounds for students in a college is not another college, whereas the public school is practically the only source from which private school students can come.

Athletic Conditions

Ninety-five of the 105 schools answering the question asked about the athletic director state that he is a member of the faculty. Sixty-six of the 77 boys and coeducational schools answering the questions about the coaches being members of the faculty state that all of their coaches are members. Forty-six of the 51 boys schools answering the question about membership in regional athletic associations state that they are members.

Competitive Games

The chief competitive sports in which the members take part are basketball, football, baseball, tennis, swimming, track, soccer and golf. A very few schools have inter-scholastic competition in boxing, fencing, wrestling and hockey.

II. INTRA-MURAL OR RECREATIONAL SPORTS

Approximately 100 per cent of the boys schools answering the private questionnaire have intra-mural activities in all the major sports such as football, baseball, basketball, tennis, and swimming.

Organized Play

Over 90 per cent of the boys schools answering the private questionnaire require their students to take part in organized play at least four times a week. The girls schools are not so strict in this particular but in their boarding schools organized sports are stressed to a great extent. In the industrial and mountain schools less attention is paid to play requirements than among the schools of any other classification.

Equipment

Of 58.5 per cent of the schools answering the private questionnaire all say that they have a modern gymnasium, 57.9 per cent have a swimming pool, and 77.4 per cent have playground equipment sufficient to accommodate the whole student body in a daily play program.

III. EXTRA-CURRICULAR ACTIVITIES THAT ARE NOT PRIMARILY
ATHLETIC OR SOCIAL*Literary Societies*

Forty-nine schools, 40.2 per cent of those answering the private questionnaire, have literary societies in which attendance and performance of duties are compulsory. The catalogues of the member schools indicate that many others have literary societies where membership is voluntary.

That a medal is offered in debating by the member schools almost as often as for any other cause, except scholarship and outstanding value to the school organization as a whole, gives evidence that the schools value this activity. Comments on the private questionnaire, however, indicate that some difficulty is being encountered in keeping sustained interest in the activities of the literary societies and debating clubs. McKown¹ gives the following suggestions for improving debating among secondary schools:

(1) Emphasize the educational values of the debate instead of the winning.

¹ McKown, Harry C., *Extra-Curricular Activities*, The Macmillan Co., New York, 1927, p. 163.

- (2) Make use of extemporaneous debates.
- (3) Encourage intra-scholastic debating.
- (4) Use reasonable topics.
- (5) Emphasize argument; discourage glibness.
- (6) Seek the cooperation of the whole faculty.

Dramatics

Fifty-seven schools, 46.7 per cent of those answering the private questionnaire, have dramatic clubs. Other schools that have no dramatic club often have stunt nights, give minstrel shows and impromptu performances of a less formal nature than those usually given by a club.

School Publications

Practically one hundred per cent of the member schools have some form of publication for which the students are primarily responsible. Annuals, magazines, monthly or bi-weekly papers, and news letters constitute the mediums of student expression. These publications have been powerful instruments in stabilizing student opinion, fixing the policy and philosophy of the student body, keeping in touch with alumni, and winning public approval for school projects. They have given an appreciable amount of business training to the business managers and have aided in making written expression desirable from the standpoint of the student.

Roberts and Draper ² give the conditions under which student publications are usually successful:

- (1) The students must feel their responsibility for the material which appears in the publications.
- (2) The faculty must stay in the background and extend a guiding hand only when it is necessary.
- (3) The publication must be self sustaining.
- (4) The publication must appeal to local merchants as worthy of support.
- (5) The authorities must recognize that the students are getting training in leadership, written expression, finance and organization.

Music and Art

Ninety-six schools, 78.7 per cent of those answering the private questionnaire, have a band, an orchestra, or both. Sixty schools, 49.2 per cent, give courses in the appreciation of

² Roberts, A. C. and Draper, E. M., *Extraclass and Intramural Activities in High Schools*, D. C. Heath & Co., New York, 1928, p. 179.

music. Forty-two schools, 34.4 per cent, give courses in the appreciation of art. Ninety-one schools, 74.6 per cent of those answering the questionnaire, state that they take their students on occasional trips for the purpose of hearing grand opera or seeing art exhibits, and so on.

Roberts and Draper³ think that music contributes greatly to the objectives of secondary education:

It (music) is doubtless the best single contributor of the many school agencies to six of the seven objectives of education:

1. *Health*.—Many forms of music are physically stimulating and require the best of health habits. Others are recreational or soothing to tired nerves and mind.

2. *Worthy Use of Leisure*.—It fills otherwise idle hours with worthy employment. Quiet, recreation, skill and satisfaction are by-products of a music hour.

3. *Worthy Home Membership*.—Music enters every home of measurable social grade, either by direct performers or by some of the many kinds of reproduced music. It helps to keep youth at home. . . . Wisely selected it makes for a contented restful home life through influences that are quiet and refined.

4. *Citizenship*.—Music opens the door to folk lore and folk song. Every patriotic emotion is aroused through the common touch of music.

5. *Vocation*.—Music as an avocation ranks high in keeping men and women fit for the pace in modern business and professional life. It grows in importance in direct vocational training, for America spends a billion dollars a year for music and in the music trades.

6. *Ethical Character*.—Good music rouses the highest and best in the emotional life. . . . High endeavor, idealism, appreciation, cooperation, respect for other and for fine performances rise naturally from musical training either to perform or listen.

Nature Study Groups

Forty-two schools, 34.4 per cent of those answering the private questionnaire, have organized hikes that center their activity, at least to some extent, about nature study. The younger students in the schools have shown unusual interest in activities of this kind.

Activities Closely Associated with Classroom Work

A great majority of the schools have extra-curricular organizations that are closely allied to classroom instruction. Such clubs as French, Spanish, German, Mathematics, Science, Agricultural, and Industrial are numerous and their value is great where the activities are properly directed.

³ Op. cit., pp. 200-201.

IV. PUPIL ACTIVITIES THAT ARE DISTINCTLY SOCIAL IN THE
NARROWER SENSE*School Dances*

Forty schools, 32.6 per cent of those answering the private questionnaire, have school dances. In many cases the dances are confined to two or three definite periods during the year and in some cases the final ball is the only dance sponsored by the school.

Card Playing

Fourteen schools, 11.5 per cent of those answering the private questionnaire, permit card playing at the school by the students.

Formal Meals

Twenty-seven schools, 28.4 per cent of the boarding schools answering the private questionnaire, have at least one formal meal a day. The girls schools have this condition more often than the boys.

Courses in Etiquette

Thirty-one schools, 25.4 per cent of those answering the private questionnaire, give formal courses in etiquette.

Social Activities in the Community

Comparatively few of the schools allow students to attend formal social activities in the community. Visiting in the community is allowed at night by only 14 schools, 14.7 per cent of the boarding schools answering the private questionnaire.

V. SCHOOL ACTIVITIES THAT INVOLVE PARENTS AND
COMMUNITY*Parents Day*

A majority of the schools have one day set aside during the school year on which an effort is made to have all parents visit the school. As a rule class work is on exhibition and exercises are held in which the students take major parts.

The Private School and the Community

Private schools have not always found it easy to live harmoniously with the community. The pranks of the students have often irritated the neighbors. Many of the schools, however, are making determined efforts to cultivate the good will of the people of their own locality. The authorities seek to make proper contacts with the desirable homes so that the boarding school student may have the advantage of this added touch of home life.

Evils Attending Extra-Curricular Activities

Wilds⁴ feels that:

Extra-curricular activities have been blamed for many evils that result from other causes and would have existed whether these activities were in the schools or not. Many have claimed that neglect of school work, vandalism, disobedience to authority, and school immoralities were to be attributed to the prevalence of these activities. Can we not realize that most of these conditions would exist anyway? In fact, there is abundant evidence that in the days before extra-curricular activities became common, these evils were more than rare.

He⁵ also thinks that the evils and problems of extra-curricular activities center about:

- Over-emphasis upon athletics.
- Development of false ideals.
- Difficulty in securing faculty supervision.
- Over-emphasis of the extra-curricular program.
- Excessive cost in money to students.
- Neglect of curricular work.
- Difficulty in finding sufficient time.
- Difficulty in finding sufficient space.
- Faculty domination.
- Undesirable type of activities.
- Financial difficulties.

⁴ Wilds, Elmer Harrison, *Extra-Curricular Activities*, The Century Co., New York, 1926, p. 66.

⁵ Op. cit., p. 74.

CHAPTER IX

RELIGIOUS TRAINING AND THE FORMATION OF ETHICAL CHARACTER IN THE SOUTHERN PRIVATE SCHOOL

The Southern Association has no standard relating to the formation of ethical character and no information bearing on this objective is available from the official records. However, no other objective of secondary education is stressed so much in the literature of the Southern Preparatory Schools as this, and it is quite evident from reading their catalogues that the chief method employed by them to this end is religious training.

MOTTOES

The mottoes of the member schools give evidence of the fact that character training and religious education were in mind in their selection. A few examples will suffice to illustrate this:

"Education for Character,"¹ "Character makes the man,"² "Hear instruction and be wise, and refuse it not,"³ "Veritas vos liberabit,"⁴ "In all thy ways acknowledge Him and He shall direct thy paths,"⁵ "Man's chief end is to glorify God and to enjoy Him forever,"⁶ "Virtus et Veritas,"⁷ "Pro Christo et pro Patria."⁸

CHURCH SCHOOLS

The fact that 90, 55.2% of the 163 member private secondary schools of the Southern Association are Church Schools gives unmistakable testimony that religious training in these schools is considered of major importance.

¹ Campbellsville College High School, Campbellsville, Ky.

² Kentucky Military Institute, Lyndon, Ky.

³ St. Joseph's Academy, St. Joseph, Ky.

⁴ Massie School, Versailles, Ky.

⁵ Chamberlain-Hunt Academy, Port Gibson, Miss.

⁶ McCallie School, Chattanooga, Tenn.

⁷ Branham and Hughes Military Academy, Spring Hill, Tenn.

⁸ Christ Church School, Christchurch, Va.

AIMS AND PURPOSES

The aims and purposes as expressed in the literature of the schools, whether Church or non-sectarian, indicate that the schools feel the necessity for moral training, and particularly for Christian instruction and example. This fact is expressed in over 95 per cent of their catalogues and the necessity is definitely implied where it is not specifically stated. Quotations from the catalogues will make this point clear:

"Believing that the highest type of character cannot be built without Christianity, Alabama Military Institute is distinctly Christian,"⁹ "We stress Christian Character and emphasize the importance of Christian activity,"¹⁰ "The highest type of Christian men and women are selected as teachers,"¹¹ "Morality without religion is a myth,"¹² "The School is non-sectarian but deeply spiritual and religious,"¹³ "Darlington believes in teaching boys as well as books, and in the development of Christian Character as the chief function of education,"¹⁴ "Religion with us, means more than a creed or any statement as to what men believe; it is a life, the result of being born again by the Holy Spirit, and the only pedagogical basis for real character,"¹⁵ "While the Academy is non-sectarian, yet daily efforts are made to teach high moral and religious ideals. A boy who buys his education at the expense of his character pays a ruinous price,"¹⁶ "This is a Christian institution, founded and maintained by Christian people, and with a faculty composed of Christian men and women who value character above physical strength and scholarship,"¹⁷ "The aim of St. Mary's is to make the daily life of the student that of a well regulated Christian household,"¹⁸ "Whatever vocation a student is training for he should obtain an adequate knowledge of the Bible and

⁹ 1928 Catalogue, Alabama Military Institute, Anniston, Ala.

¹⁰ 1928 Catalogue, Snead Seminary, Boaz, Ala.

¹¹ 1928 Catalogue, Palmer College Academy, De Funiak Springs, Fla.

¹² 1928 Catalogue, Sacred Heart Academy, Tampa, Fla.

¹³ 1928 Catalogue, Georgia Military Academy, College Park, Ga.

¹⁴ 1928 Catalogue, Darlington School, Rome, Ga.

¹⁵ 1928 Catalogue, Sue Bennett Memorial School, London, Ky.

¹⁶ 1928 Catalogue, Gulf Coast Military Academy, Gulf Port, Miss.

¹⁷ 1928 Catalogue, Mountain Park Institute, Mountain Park, N. C.

¹⁸ 1928 Catalogue, St. Mary's School, Raleigh, N. C.

become familiar with Church and Sunday School organization so that he may be prepared to enter vitally the work as a Christian leader in whatever community he may be found,"¹⁹ "A School offering the advantages of a well-balanced curriculum and the environment of a Christian home,"²⁰ "The Institute is a training school for Christian workers,"²¹ "Murphy Collegiate Institute has no apology to make for its purpose to be thoroughly Christian."²²

METHODS EMPLOYED

The methods employed in the formation of ethical character have decided leanings toward religious instruction, together with attendance upon and participation in religious exercises. In addition, many of the schools have honor systems well organized and school creeds and codes as suggestions of right thinking and acting. Some of the schools stress a clear cut understanding between faculty and students concerning conduct that involves morals.

ATTENDANCE ON RELIGIOUS EXERCISES IN PROTESTANT SCHOOLS

Eighty-one schools, 85.3% of the 95 boarding schools answering the private questionnaire, require Church attendance; 47, 49.5%, require Sunday School attendance; 8, 8.4%, require Y. M. C. A. attendance and 79, 83.2%, require chapel attendance.

BIBLE AS A CREDIT COURSE

All of the schools have religious exercises. Thirty-two, 19.6% of the schools, offer Bible as a credit course. Six schools, 3.7%, allow two units in Bible toward their graduation requirements.

¹⁹ 1928 Catalogue, Washington Collegiate Institute, Washington, N. C.

²⁰ 1928 Catalogue, Columbia Institute, Columbia, Tenn.

²¹ 1928 Catalogue, Nashville Agricultural and Normal Institute, Nashville, Tenn.

²² 1928 Catalogue, Murphy Collegiate Institute, Sevierville, N. C.

The Sewanee Military Academy outlines their course of study in Bible, which is required for graduation, as follows: ²³

1. Bible studied as literature:
 - a. Books of Old Testament grouped in their literary characters.
 - b. Outline of English versions.
 - c. History of the Latin version, "The Vulgate."
 - d. Inquiry into ancient manuscripts and their history and value.
2. The story in the Bible:
 - a. Analysis of Genesis and the Old Testament.
 - b. How the New Testament carries on the great story.
3. The great characters in the story.
4. Relation of the Bible to the great Christian institution, the Church.

An additional course is offered as follows:

1. Early life of our Lord and first ministry.
2. Political situation of the Jews.
3. Preparation of the world for Christianity.
4. Crucifixion, resurrection, and subsequent events.

In the same catalogue the statement is made: ²⁴

It should be noted that not only is the great mystery of God's dealing with man presented to the student, but also that he is taught the standards of conduct and the facts which every man of culture should know.

CHRISTIAN IDEALS IN NON-DENOMINATIONAL SCHOOLS

Many of the non-denominational schools stress their Christian trend quite as strongly as the denominational schools, as the quotation from the Woodberry Forest Catalogue indicates: ²⁵

Though Woodberry Forest is not a denominational school, the teaching and the training are distinctly Christian, and no boy is desired whose parents do not sympathize with the Christian work in the school, or are unwilling to give to it their hearty support.

CHAPEL EXERCISES IN PROTESTANT SCHOOLS

Chapel exercises in the Protestant schools are usually of a religious nature. Where they are not primarily so, as when vocational talks are given, a part of the program is usually devoted to Scripture reading and prayer.

²³ 1928 Catalogue, pp. 22, 23.

²⁴ Ibid., p. 23.

²⁵ 1928 Catalogue, Woodberry Forest School, Woodberry, Va., p. 15.

EVENING DEVOTIONS

Many of the Protestant boarding schools close the evening meal with prayer services resembling family worship.

PRAYER BEFORE ATHLETIC CONTESTS

The catalogue of St. Christopher's School ²⁶ states: "Before every athletic event the boys of the whole school kneel together in prayer to ask God's blessing upon those who are about to represent them in the contest."

THEOLOGICAL POSITIONS DEFINED

Some of the schools are careful to let their stand on theological questions be definitely known as is shown by Campbellsville Junior College High School catalogue: ²⁷

1. We believe in the Holy Scriptures as the supernatural and authoritative revelation of God's will to man.

2. We believe in the deity and virgin birth of Christ and in the personality of the Holy Spirit.

3. We believe that God created the universe by a separate act of divine power and that He created man in His own image.

4. We believe in the fall of man through transgression and in the substitutionary atonement of Christ.

5. We believe in the necessity of the new birth and in the purity of heart and life.

6. We believe in the resurrection of the body.

7. We believe in the second coming of Christ, and in the future reward and punishment.

Few schools however, are as specific in stating their beliefs as this one just cited.

CATHOLIC SCHOOLS

Crowley, ²⁸ in speaking of religious instruction in the Catholic schools says, "Religion is taught in the Catholic schools both formally and practically. Boys and girls are instructed in the principles which underlie their faith. They are also trained in the practices of morality which make for sterling

²⁶ 1928 Catalogue, St. Christopher's School, Richmond, Va., p. 11.

²⁷ 1928 Catalogue, Campbellsville Junior College High School, Campbellsville, Ky., p. 2.

²⁸ Crowley, F. M., *The Catholic High Schools*, Bureau of Education, National Catholic Welfare Conference, Washington, 1924, p. 32.

manhood and womanhood. For this, if for no other reason, Catholic schools are maintained. For this, if for no other reason, should parents send their children to Catholic schools." It seems safe to say that the chief reason behind the establishment of the 39 Catholic member schools of the Association is the instruction of Catholic children in a religious atmosphere that is dominantly Catholic.

RELIGIOUS REQUIREMENTS IN CATHOLIC SCHOOLS

All of the Catholic schools require the fulfillment of church obligations and duties. The particular schools vary slightly in specific requirements.

EXAMPLE OF RELIGIOUS INSTRUCTION IN CATHOLIC SCHOOLS

St. Leo Academy²⁹ outlines their courses in "Evidences of Religion," as follows:

1. The teaching authority of the Church, Christian revelation and its credentials. The formation of the Church. The doctrinal treasures of the Church. The marks of the Church. The construction and functions of the Church. The Church and civil authority. Submission to the Church by faith. *One hour—Two semesters.*
2. The existence of God. The perfections and attributes of God. The Holy Trinity. The creation of the world. The origin of man. The fall of man and its consequences. The incarnation. Atonement and Redemption. *One hour—Two semesters.*
3. Actual Grace. Grace and free will. Habitual grace. The fruits of grace. The Sacraments in general and in particular. The four last things. The duties of Catholics. The commandments of God and of the Church. *One hour—Two semesters.*
4. Lectures on Catholic dogmas and Catholic morals. The liturgy of the Church. Special readings assigned on these subjects. *One hour—Two semesters.*

ADVANTAGE OF CATHOLIC RELIGIOUS INSTRUCTION

Betts³⁰ feels that the Catholic Church has solved the problem of religious education better than the Protestant and adds:

We are forced to conclude that the Protestant Church, both in its laity and its clerical leadership (taken on the average), is still unawake to the possibilities for the Church and the individual which lie in the education of the young religion.

²⁹ 1928 Catalogue, St. Leo Academy, St. Leo, Florida, p. 29.

³⁰ Betts, George H., Religious Education, September, 1928, Chicago, p. 700.

COMMENTS OF AUTHORITIES

Ethical Character as an Objective of Education

The writer has found no authority who maintains that the formation of ethical character should not be an objective of education. Thompson³¹ asserts that "the whole task of education is moral." Briggs³² in his questionnaire to leading secondary educators of America asked the question, "Shall secondary education present merely organized knowledge or also assume definite responsibility for attitudes and ideals?" His summary of the answers he received to this question was, "The educational experts unanimously voted on this issue and all but unanimously judge that the secondary school shall assume responsibility for attitudes and ideals."

Aim of Ethical Instruction

Palmer³³ believes "the aim of ethical instruction is to train the individual to make sound judgments."

Parker³⁴ gives five characteristics that classroom work pertaining to ethical development should possess:

(1) Be meaningful, significant and purposeful to all the pupils at the time they are engaged in the activity; (2) be socially valuable to the end that pupils may be equipped for doing successfully any legitimate things which they may undertake; (3) be so carried on that it appeals to the whole child, physically, mentally, morally, socially, spiritually; (4) secure thoroughness of mastery and integrity of effort on the part of every boy and girl and; (5) constitute an on-going, developing, integrating process of growth and development.

The Teacher

Palmer³⁵ brings out the importance of the teacher in the formation of ethical character when he states: "To us teachers falls much of the charge of developing the youthful con-

³¹ Thompson, Godfrey H., *Instinct, Intelligence and Character*, Longmans, Green & Co., New York, 1925, p. 317.

³² Briggs, Thomas H., *Issues in Secondary Education*, The Department of Superintendence, Seventh Year Book, 1929, pp. 191-192.

³³ Palmer, George Herbert, *Ethical and Moral Instruction in Schools*, Houghton Mifflin Co., Boston, 1909, p. 53.

³⁴ Parker, Wylie A., *Character Training Through Regular Classroom Work*, N. E. A. Year Book, 1927, pp. 602-603.

³⁵ Op. cit., p. 5.

sciousness of moral matters naturally, smoothly, and without jar." And Charters³⁶ stresses the necessity of the teacher setting a right example for the students: "It is recognized by all that the teacher should be an example. The children's eyes are constantly watching him, and he must govern himself accordingly." Neuman³⁷ shows the necessity of the teacher going beyond the rôle of setting a good example: "The teacher must possess special knowledge and special skill. He should be familiar with the principles of ethics, with the classic literature on the subject, and with the history of ethical thinking and of moral evolution. It is especially needful that he be trained in the application of ethical principles to the concrete problems of present day life."

Ethical Character and Religious Education

There are many authorities who agree with Richardson³⁸ that "character education, in its true sense, includes religious education," with Cope,³⁹ "only the short-sighted mind can speak of the separation of religion and education," and with Broome⁴⁰ "youth needs religion. By that, I mean a living religion, not a dead theology. It wants a religion which appeals to the imagination and at the same time applies obviously to the solution of the moral problems of youth."

Coe⁴¹ gives three aims of religious education: "(1) to develop the religious nature, (2) to transmit the religious heritage of the race, (3) to adjust the race to its divine environment."

³⁶ Charters, W. W., *The Teaching of Ideals*, Macmillan Co., New York, 1928, p. 257.

³⁷ Neuman, Henry, *Education for Moral Growth*, D. Appleton & Co., New York, 1924, p. 213.

³⁸ Richardson, Norman E., *Character Education and Religious Education*, Religious Education, October, 1928, p. 719.

³⁹ Cope, Henry Frederick, *Education for Democracy*, Macmillan Co., New York, 1920, p. 82.

⁴⁰ Comment of Supt. Edwin C. Broome, Philadelphia, Pa. *The Needs of American Adolescent Youth*, The Department of Superintendence, Sixty Year Book, 1928, p. 22.

⁴¹ Op. cit., pp. 22 ff.

The Advantage of the Private School

The California Prize Essays⁴² state: "The difficulty in the way of moral training in the public schools arises from the connection of morality with religion"; and Thompson:⁴³ "The great majority of high school students never hear the Bible read nor words of prayer uttered nor any religious instruction or exhortation in school." The private school seems to have a distinct advantage in being able to set up such religious instructional practices as seem good to the particular school. Coe⁴⁴ points out this advantage: "Private schools can correlate at least some moral education with religious instruction. Public schools must find other sources of motives."

Honor System

Forty-nine schools, 40.2% of those answering the private questionnaire, have an honor system. In 19 cases, 38.8% of those having the honor system, the honor council is elected by the boys; in 8 cases, 16.3%, the council is appointed by the faculty and in 22 cases, 44.9%, both the faculty and the student body have a voice in the selection of the council.

In 32 schools having the honor system, 65.3%, lying, i. e., giving false official information, is regarded as a violation of the system; in 30 schools, 61.2% of those having an honor system, cheating on examination is a violation of the system; in 27 schools, 55.1% of the schools having an honor system, conduct unbecoming a gentleman is a violation of the system; in 19 schools, 38.8% of the schools having the honor system, drinking is a violation of the system and in 11 schools, 22.4% of the schools having an honor system, smoking is a violation of the system.

In 2 of the schools having the honor system the decision of the Honor Council is final and in 47 cases, approximately 96%, it is recommendatory.

⁴² Moral Training in the Public Schools, Ginn & Co., Boston, 1907, p. 65.

⁴³ Op. cit., p. 347.

⁴⁴ Coe, George Albert, Education in Religion and Morals, Revell Co., Chicago, 1904, p. 594.

Findings of Hartshorne and May

Hartshorne & May⁴⁵ have made extensive studies in deceit. Some of the results of their findings we list below:

- (1) The older children in any given school are slightly more deceptive than the younger children.
- (2) Sex seems to make no difference in deceit.
- (3) Honesty is positively related to intelligence.
- (4) Children who show symptoms of emotional instability are more likely to deceive than those with fewer such symptoms.
- (5) Physical condition is unassociated with deceit.
- (6) Deceit is definitely associated with the economic level of the home.
- (7) Children who have a cultural background are less liable to deceive than those who have not.
- (8) Deceit is associated with such factors as parental discord, parental example, bad discipline, etc.
- (9) Deception runs in families to about the same extent as eye color, length of forearm, and other inherited structures.
- (10) Retarded children cheat more than normal.
- (11) Those who get high marks cheat less than those who get low.
- (12) High deportment marks are associated with less cheating.
- (13) There is considerable resemblance in the amount of cheating between classmates.
- (14) Children who attend movies more than once a week tend to cheat slightly more than children who attend occasionally but less than once a week.
- (15) The general relations that exist between the teacher and the class influence cheating.
- (16) Those enrolled in Protestant Sunday Schools cheat less than those not enrolled.

CODES AND CREEDS

Many splendid creeds and codes are found among the catalogues of the member schools. None serves as a better example than the Berry School Code.⁴⁶

The Berry Code

I PROMISE at all times to keep my *clothes*, my *body* and my *mind* clean. I will always cultivate those habits which will help me to become *strong physically, mentally and morally*, but I will *spurn* those which will harm me.

I *will not* speak vulgar or profane language, get angry when things displease me or allow my mind to harbor foolish or wicked thoughts.

I will *gladly* listen to *advice* of *older and wiser* people, but will learn to *think* for myself, *choose* for myself and *act* for myself.

⁴⁵ Hartshorne, Hugh and May, Marc A., *Studies in Deceit*, The Macmillan Co., New York, 1928, pp. 407 ff.

⁴⁶ 1928 Catalogue, Berry School, Mount Berry, Ga., p. 37.

I will always do the *right thing* although I may be laughed at and the *crowd* may be against me.

I will be *honest* in *word* and *act*, I will take *nothing* that does not belong to me. I will *never* do wrong in the hope of not being found out. I cannot *hide* the *truth* from *God* and *myself*.

I will never enter a contest or play a game without treating my opponent *politely* and *fairly*. In all group games I will always play for my *team* and my *school* instead of my own glory. I will be a *good loser* or a *generous winner*.

I will *always* do my duty no matter what *difficulty* may appear.

I promise not to be content with slipshod or merely passable work. I will take an interest in all my work and learn to do the *right thing* in the *right way*.

"Order is Heaven's first law." Therefore I will be *orderly* and *cheerful* in all my work. When working with others, I *promise always* to do my *share* and to help *others* do the same.

I will be kind in *thought*, *word* and *act*. I will bear no grudge or ill will towards anyone. I will not think myself above any other boy or girl. I will not gossip or speak unkindly of any one.

I will be *polite* under all *circumstances*. No *Berry boy* or *girl* is ever *rude*.

I will be *devotedly faithful* and *loyal* in *every relation* of life.

I will walk *humbly* before God and so order my *daily life* that those with whom I come in contact may *know* that I have *learned* of *Him*.

From the head of a member school, Pres. William J. Hutchins, Berea College, Berea, Ky., comes a now famous "Children's Code of Morals for Elementary Schools":

- I. The Law of Health—The good American tries to gain and to keep perfect health.
- II. The Law of Self-Control—The good American controls himself.
- III. The Law of Self-Reliance—The good American is self-reliant.
- IV. The Law of Reliability—The good American is reliable.
- V. The Law of Clean Play—The good American plays fair.
- VI. The Law of Duty—The good American does his duty.
- VII. The Law of Good Workmanship—The good American tries to do the right thing in the right way.
- VIII. The Law of Team Work—The good American works in friendly cooperation with his fellow workers.
- IX. The Law of Kindness—The good American is kind.
- X. The Law of Loyalty—The good American is loyal.

The Columbia Blank

In 1919, Columbia University worked out and adopted the following trait-estimation inquiry blank. It will be noted that many of the traits listed deal with character:

Mr. has applied for admission to Columbia College. We are very desirous of having information regarding the following list of qualities. In estimating his rating in each, will you kindly take as the standard the boys graduating from secondary schools the country over, making due allowance for any decided differences from the general level which may characterize your own school.

106 RELIGIOUS TRAINING AND FORMATION OF CHARACTER

Put a cross (X) in the appropriate spaces to indicate the rating of the candidate in the several qualities, and mail to the Director of Admissions.

	Above the Average			Below the Average		
	Mark- edly	Dis- tinctly	Doubt- fully	Doubt- fully	Dis- tinctly	Mark- edly
Native Ability						
Industry and Faithfulness..						
Originality						
Integrity						
Straightforwardness						
Clean-Mindedness						
Fair Play						
Public Spirit						
Interest in Fellows.....						
Leadership						

I certify that the candidate possesses in my judgment the qualities listed above to the degree there indicated.

I certify that he is a person of good moral character.

I recommend him as a young man of good ability, well prepared to do college work.

If the candidate is not a member of your present graduating class, has he, to your knowledge, been registered since graduation in any institution of higher education? If so, in what institution?

Has the candidate any outstanding qualities or achievements or any record of accomplishments over unusual obstacles?

Signed.....

Principal.

Almack's Conduct and Character Rating Card

Almack⁴⁷ has designed a conduct and character rating card that has in it many worth while suggestions for a determination of conduct and character traits:

⁴⁷ Almack, John C., Education for Citizenship, Houghton Mifflin Co., Boston, 1924, p. 109.

Name of Pupil..... School.....

Date..... Age..... Grade..... Section.....

Moral Qualities	First Semester			Second Semester		
	E	Vg	P	E	Vg	P
<i>Obedience</i>						
Does exactly what he is told to do						
Keeps all rules.....						
Obeys cheerfully and promptly.						
<i>Courtesy</i>						
Does not interrupt others....						
Does not pass before others..						
Waits his turn.....						
<i>Fair Play</i>						
Does not cheat in games....						
Is a cheerful loser, a modest winner						
Does not take advantage of weaker						
<i>Honesty</i>						
Does his own work.....						
Respects the property of others						
Keeps his promises.....						
Tells the truth.....						
<i>Cooperation</i>						
Works and plays happily with others						
Works for the good of the school						
Helps keep room clean.....						
Helps keep order in assembly.						
<i>Self Control</i>						
Can be trusted when teacher is absent						
Keeps his temper						
Accepts decisions of the majority						
<i>Service</i>						
Is proud of his school.....						
Speaks well of his associates.						
Volunteers to help others....						
Stands by the School leaders.						
<i>Industry</i>						
Works hard						
Is persistent in the face of difficulty						
Makes good use of leisure time						
<i>Health</i>						
Stands and sits in good position						
Keeps himself clean.....						
Obeys the rules of health....						
<i>Punctuality</i>						
Does not waste time.....						
Hands in written work on time						
Comes to school on time.....						

CHAPTER X

SOME PROBLEMS AND CLAIMS OF THE SOUTHERN PRIVATE SCHOOL

The question "What are the advantages of the private school over the public?" was asked on the private questionnaire. The answers to this question centered around the following topics:

- A more carefully controlled environment.
- Religious instruction.
- Bible instruction.
- Freedom from politics.
- Church schools.
- Small classes.
- Supervised study.
- Supervised recreation.
- Exclusion of undesirable students.
- Separation of sexes.
- Closer relation of teacher and pupils.
- Extra-curricular schedules that insure regular habits.
- Schools not over crowded.
- Men instructors for boys; women for girls.
- Student removal from over-parental indulgence.
- Freedom in matters of curriculum.
- Freedom in choice of text books.
- Boarding student in study hall at night.
- Coaching for students who need it.
- Better paid teachers.
- Emphasis on character development.
- Individual attention to students.
- Conditions more nearly like college conditions.
- Well developed honor systems.
- Freedom to carry on experiments in education.
- Emphasis on social courtesies.
- More specialized training possible for individual students.
- Better trained faculty.
- Separation of sexes to a larger extent than is true in public schools.

The disadvantages of the private school in comparison with the public were listed as follows:

- Insufficient funds.
- Too much assistance given pupils in their work.
- Commercial interest of some of the private schools.
- Loss of home connections and influence.
- Financial cost to parents.
- Steady improvement of the public school system.
- Teachers too closely confined.

- Usually too small to have an enriched curriculum.
- Lack of proper affiliation with other private schools.
- No supervisory system that allows for comparison with other schools.
- Environment is too closely controlled to allow proper development of students.
- Wide range of intelligence among students.
- Not democratic to the extent that the public school is.
- Lack of equipment in many schools.
- Over emphasis of extra-curricular activities.

The reasons most often given on the private questionnaire why parents send students to private schools were:

- Homes broken by death, divorce, etc.
- The desire for a church school.
- The desire for specific training.
- Individual attention given by the private school.
- Close supervision of dormitory life.
- Controlled environment of the private school.
- Sentimental reasons: father or relatives have attended previously.
- The best stepping stone from home to college.
- Dissatisfaction with the local public school.
- Breaking up undesirable associations in the home community.
- Preparation for a particular college.

THE TYPE OF STUDENTS THAT GO TO PREPARATORY SCHOOLS

The question "How would you characterize the criticism often made that the more undesirable students go to private school?" was asked on the private questionnaire.

Approximately 80 per cent answered that the statement was untrue or at least untrue in their own schools. A few typical answers are given below:

They probably do but the undesirable qualities often disappear under individual treatment. (Centenary College, Cleveland, Tenn.)

The finer private schools will not keep undesirables. Public schools have to. (Columbia Institute, Columbia, Tenn.)

True of schools who do not carefully select their students. (Branham and Hughes Military Academy, Spring Hill, Tenn.)

Not true with us. (Ward Belmont, Nashville, Tenn.)

Absolutely untrue. (Augusta Military Academy, Fort Defiance, Va.)

Untrue. (Coral Gables Military Academy, Miami, Fla.)

Perfectly false. (Sacred Heart Academy, Tampa, Fla.)

Unfounded. We don't accept that class. (Palmer College Academy, De Funiak Springs, Fla.)

I think that the more desirable, and the most easily managed pupils are to be found in private schools. (Sr. M. Carmel, St. Michael's High School, Pensacola, Fla.)

Any undesirable students are asked to withdraw. (St. Leo Academy, Saint Leo, Fla.)

The most ridiculous statement I ever heard. (Springhill High School, Springhill, Ala.)

Unfair and untrue. (Simpson School, Birmingham, Ala.)
 Partially true. (Salem Academy, Winston Salem, N. C.)
 From observation it seems to be justified. (Teachers College High School, Bowling Green, Ky.)
 True to some extent. (Danville Military Institute, Danville, Va.)
 When true, the home is to blame on account of too much money. (Isadore Newman, New Orleans, La.)
 You find both kinds in all schools. (Miss Miller's School, New Orleans, La.)

Such remarks are caused by incomplete observation. (Darlington School, Rome, Ga.)

There is a tendency to send to private schools students who have done poorly in local schools, against which Woodberry Forest has found it necessary to guard by requiring written examinations for admission. (Woodberry Forest School, Woodberry Forest, Va.)

Many undesirable students become desirable when they are sent to private schools. (Howard Payne Academy, Brownwood, Tex.)

Schools operated for commercial reasons get these students. (Father Ryan High School, Nashville, Tenn.)

Not true with us. (The Baylor School, Chattanooga, Tenn.)

While denying this to be universally true, I would thank the critic for the compliment which he pays to the superior discipline of private schools. (St. Mary's Dominican High School, New Orleans, La.)

Untrue in our case. We would not accept them. (Science Hill School, Shelbyville, Ky.)

I think the military school suffers somewhat in this regard, but here is a great opportunity to make real men of boys who have done nothing in other schools. (Fishburne Military School, Waynesboro, Va.)

An examination of the catalogues of the member private schools reveals the fact that hundreds of prominent educators, ministers and men of affairs who are usually not careless in making selections of any kind have sons and daughters in the Southern private schools. The sons or wards of ten presidents of outstanding colleges and universities of America have been enrolled in one small Southern private school within the past three years.

PROBLEMS FOR STUDY

Some of the problems of the Southern private school that the heads of these schools think should be the subject of careful study are listed below:

Why does the Association insist that each school should have a salaried librarian, when some of us already have much better service at the Carnegie and other libraries than we can expect to have with a paid assistant? (R. McC. Perrin, New Orleans Academy, New Orleans, La.)

It would be helpful to have suggestions as to how we can best provide legitimate pastimes, especially for week-ends, and Sunday in particular. (Prin. J. C. Simpson, Randolph-Macon School for Girls, Danville, Va.)

Should pupils who are unable to complete the academic course be dropped out or be given a special certificate? (Sister M. Michael, St. Agnes Academy, Memphis, Tenn.)

The problem of the slow student where the smaller school has not the many sections at different phases of work as is true in the big public schools. (Prin. Thyrza S. Askew, North Avenue Presbyterian School, Atlanta, Ga.)

Exhaustive comparison of schools run for individual profit and non-profit making schools (Prin. Wm. R. Phelps, Randolph-Macon Academy, Bedford, Va.)

Some method of enriching the curriculum, not involving too many teachers nor too great an expense. (Sister Matie, Holy Rosary Academy, Louisville, Ky.)

How to make the high school subject not an independent unit but related to one's every day life. (Miss Nina Pape, Pape School, Savannah, Ga.)

A comparison of the subsequent success—business, social or professional—of the students who are graduates of the private schools with the graduates of the public schools. (Pres. Flora Bryson, Centenary College, Cleveland, Tenn.)

1. Athletic policies.

2. Extent of special liberties that should be granted to seniors as a preparation for the freedom of college life.

3. Extent to which special pressure is put on boys to induce the earning of a passing grade. (Supt. C. R. Endsley, Tennessee Military Institute, Sweetwater, Tenn.)

Athletics in private schools. (Col. C. A. Ragsdale, Branham and Hughes Military Academy, Spring Hill, Tenn.)

The value of lengthening a class period above 45 minutes. (Prin. W. A. Mulherin, Springhill High School, Springhill, Ala.)

1. Should sororities or fraternities be allowed in preparatory schools?

2. To what extent are students of secondary school age ready for self-government? (Prin. Mary G. Hutchison, Miss Hutchison's School, Memphis, Tenn.)

To what extent should successful teaching experience be taken into consideration by the Commission? (Prin. Hattie Morton, Loulie Compton Seminary, Birmingham, Ala.)

1. Inadequate instruction in foreign languages in the South.

2. The reckless crediting of students with "units" on the basis of time devoted to study—units that any reasonable examination would sweep away.

3. Freedom with which students are allowed to drop hard subjects for useless easy courses. (Headmaster J. Carter Walker, Woodberry Forest School, Woodberry Forest, Va.)

Can the private school comply with the migratory rule that the High School Athletic Associations set? (Prin. E. H. Elam, Pleasant Hill Academy, Pleasant Hill, Tenn.)

1. The value of submitted credits.

2. The extent to which corrective discipline should supersede punitive discipline. (Headmaster Duval Cravens, Sewanee Military Academy, Sewanee, Tenn.)

1. Smoking among the students and the faculty.

2. Soliciting for students.

3. Advertising. (Headmaster H. B. Barks, The Baylor School, Chattanooga, Tenn.)

Private schools should discontinue tuition allowance to athletes of public schools. (Col. C. A. Ragsdale, Branham and Hughes Military Academy, Spring Hill, Tenn.)

Spirit of cooperation and courtesy. (Sr. M. Vincent, St. Mary's Dominican High, New Orleans, La.)

The private school should not solicit athletes from the public schools. (Headmaster H. B. Barks, The Baylor School, Chattanooga, Tenn.)

An appreciation of the honest efforts of both systems to fulfill their educational mission. (Headmaster Duval Cravens, Sewanee Military Academy, Sewanee, Tenn.)

Work out community problems together. (Prin. E. H. Elane, Pleasant Hill Academy, Pleasant Hill, Tenn.)

More professional training will help the private school people understand the whole program of education. (Dean George D. Pickens, Academy of Westmoreland College, San Antonio, Texas.)

A sensible recognition and generous acknowledgment of the merits of each type. (Headmaster J. Carter Walker, Woodberry Forest School, Woodberry Forest, Va.)

To realize fully that the private school is supplementary to and not in competition with the public school. (Supt. E. B. Fishburne, Alabama Military Institute, Anniston, Ala.)

Better acquaintance between public and private school executives and teachers. We dislike people because we do not know them. (Pres. Wm. R. Phelps, Randolph-Macon, Bedford, Va.)

The discussion of problems of mutual interest. (Sr. Mary Agnes, Prin., Ursuline Academy, Louisville, Ky.)

Real educators will be professionally loyal. Higher class and better trained people will help. (Prin. G. Leland Green, The Berry Schools, Rome, Ga.)

Lectures for both faculties. (Prin. Sara McDowell Gaither, Margaret Hall, Versailles, Ky.)

Social contacts between members of the faculties of public and private schools.

Cooperation in all matters which affect the students of both schools. (Prin. Clara Martin Poynter, Science Hill School for Girls, Shelbyville, Ky.)

Headmasters of private schools and members of their faculty should take a definite interest in the public schools of their community. (Pres. Eli Swavely, The Swavely School, Manassas, Va.)

Closer association in the spirit of mutual confidence. (Prin. Jas. A. Peoples, Lee School for Boys, Blue Ridge, N. C.)

Public schools should realize that the private schools offer training of a specialized type and that they do not minimize the importance of public schools. (Prin. J. C. Simpson, Randolph-Macon School for Girls, Danville, Va.)

A mutual understanding of the policies and aims of each. (Pres. N. J. Perkins, Fork Union Military Academy, Fork Union, Va.)

Broadmindedness on the part of faculty members. (Sister M. Michael, St. Agnes Academy, Memphis, Tenn.)

Let the private school men cease criticizing the public schools, and vice versa. (Prin. C. B. Wallace, Wallace University School, Nashville, Tenn.)

Private school officials should take interest in and attend public school affairs, and vice versa. (Leo G. Drexler, St. Mary's University Academy, San Antonio, Texas.)

Get the public school out of politics. (Supt. J. W. Kennedy, Chamberlain-Hunt Academy, Port Gibson, Miss.)

A realization that both schools are striving for the same thing. (Dean Ophelia Stone, All Saints College, Vicksburg, Miss.)

Observation visits of teachers. Conferences of principals. Restraint of criticism on the part of both. More private school people in general educational associations, e. g., State Educational Association, N. E. A., etc. (Prin. Thyrza S. Askew, North Avenue Presbyterian School, Atlanta, Ga.)

Frequent exchange of visits. Guarded public speech. Insist on cooperation. (Pres. George A. Morgan, Martin College Preparatory, Pulaski, Tenn.)

Athletic relations should be maintained where possible. (Prin. J. J. Roller, Augusta Military Academy, Fort Defiance, Va.)

Recognition that each has its place in our society. (Sr. Mary Bernard, St. Catherine of Siena, St. Catherine, Ky.)

The realization that both are working for the same end. (Major H. E. Moyer, Florida Military Academy, Jacksonville, Fla.)

Private schools should discontinue tuition allowance to athletes of public schools. (Col. C. A. Ragsdale, Branham and Hughes Military Academy, Spring Hill, Tenn.)

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Athletic relations should be maintained where possible. (Prin. J. J. Roller, Augusta Military Academy, Fort Defiance, Va.)

Recognition that each has its place in our society. (Sr. Mary Bernard, St. Catherine of Siena, St. Catherine, Ky.)

The realization that both are working for the same end. (Major H. E. Moyer, Florida Military Academy, Jacksonville, Fla.)

CHAPTER XI

THE PRIVATE SCHOOL AND THE SOUTHERN ASSOCIATION

The private school has played an important rôle in the Southern Association since its foundation. From 1896 until 1912 the private school representation within the Association exceeded that of the public school. Since 1912 the relative numerical importance of the former schools, in comparison with the public secondary schools, has been diminishing until at present the public schools within the Association outnumber the private almost five to one. Table 33 shows the representation of the public and private schools within the Association since 1896.¹

TABLE 33

Years	Public	Private	Years	Public	Private
1896	2	11	1913	125	36
1897	3	20	1914	208	70
1898	3	23	1915	245	63
1899	3	33	1916	269	78
1900	2	38	1917	292	75
1901	2	36	1918	326	73
1902	4	41	1919	365	78
1903	3	34	1920	329	85
1904	3	34	1921	455	100
1905	4	31	1922	524	104
1906	4	31	1923	589	116
1907	4	26	1924	625	129
1908	6	26	1925	631	120
1909	5	33	1926	627	127
1910	6	34	1927	699	145
1911	5	32	1928	769	163
1912	5	33			

SEPARATE STANDARDS FOR THE PRIVATE SCHOOL

At the 1925 meeting of the Southern Association, Charleston, S. C., upon the motion made by Dr. R. E. Blackwell, of Virginia, the following resolution was passed:

That a Committee be appointed by the Chair to study the situation with reference to private schools, reporting at the next meeting,

¹ 1924 yearbook, p. 68, 1925 yearbook, p. 275, 1926 yearbook, p. 182, 1927 yearbook, p. 217, 1928 yearbook, p. 204.

whether (a) separate standards should be set up for them; (b) if so, what these standards should be; (c) if not, what action, if any, should be taken concerning membership in the Association by schools not accredited by this Commission.

This committee was appointed with Headmaster S. J. McCallie² as Chairman.

PRIVATE SCHOOL REPRESENTATION ON THE COMMISSION

At the 1926 meeting of the Southern Association, Jackson, Miss., Dr. Joseph Roemer made a motion that Article I of the Association be amended so that the important educational agencies of each state would be assured representation on the Commission. By constitutional regulation this amendment had to lie over one year before a final vote could be taken.³

At the same meeting the Report of the Committee on Private Schools, made by Headmaster S. J. McCallie, contained among other recommendations the following: that

The membership of this Commission be increased from four to five from each state. Instead of one secondary school man from each state there should be two: one a public school man, one a private school man.⁴

This recommendation of the Committee on Private Schools was accepted by the Association and Article I was modified to read as follows:

There shall be a commission which shall consist of the High School Inspector in such states as provide one, and in addition, four members selected from each state within the territory of the Association. One of these members shall be elected from the State University, the Professor of Secondary Education wherever practicable; another member shall be a representative of some other college belonging to the Association; the third member shall be connected with some private secondary school accredited by the Association, and the fourth member shall be connected with some private school accredited by the Association. These four members shall be elected by the Association on nomination of the Executive Committee. The term of all members shall be for four years, or until their successors are appointed. The elections shall be so ordered that one of the membership shall be appointed each year.

ARTICLE X

The Committee on Private Schools, at the 1926 meeting of the Association, made the recommendation that "Article X

² McCallie School, Chattanooga, Tenn.

³ 1926 yearbook, p. 50.

⁴ 1926 yearbook, p. 85.

should be either abolished or amended so as not to affect the Private Schools."⁵ The Article reads as follows:

Schools on the Southern list must be in the highest class of schools as officially listed by the proper authorities of the state.

A committee was appointed to study Article X. Chairman E. R. Gabler made the report of the Committee at the 1927 meeting of the Association, Jacksonville, Fla. Their recommendation was: That Article X be amended to read as follows:

Public schools on the Southern list must be in the highest class of the schools as officially listed by the proper authorities of the state.

E. L. Robinson moved the adoption of the report but the motion was lost and the Article left to read as it had in the past.⁶

OTHER RECOMMENDATIONS OF THE COMMITTEE ON PRIVATE SCHOOLS

In addition to the recommendations that Article X be changed and the Secondary Commission from each state be increased from four to five members so that both the public and private schools could be represented, the Committee recommended that the 750 pupil-period per week be maintained as a constant but that the number of periods per day which a teacher is allowed to teach be increased to eight and that an Equity Committee be organized by the Commission in order to reach such schools as do not come under the present regulations.⁷

On motion by Dr. J. S. Stewart⁸ consideration of all items on the report was postponed, except the one with reference to the addition of the fifth member to the Committee.⁹

The question "How can the Southern Association better help the preparatory school?" was asked on the private questionnaire.

Superintendent C. R. Endsley, Tennessee Military Institute, Prin. Wm. R. Phelps, Randolph-Macon Academy,

⁵ 1926 yearbook, p. 84.

⁶ 1927 yearbook, p. 108.

⁷ 1926 yearbook, pp. 84-85.

⁸ Professor Secondary Education, University of Georgia.

⁹ 1926 yearbook, p. 85.

Prin. J. C. Simpson, Randolph-Macon Institute, Prin. C. B. Wallace, Wallace University School, Prin. L. D. Scott, Washington Seminary, Headmaster James A. Peoples, Lee School, Headmaster Duval Cravens, Sewanee Military Academy, Pres. C. R. Wilcox, Darlington School, Prin. E. H. Elain, Pleasant Hill Academy, Supt. E. B. Fishburne, Alabama Military Institute expressed the opinion that the Southern Association can best serve the private school by setting up a separate classification for these schools analogous to that which has been established for the Junior Colleges.

PROBLEMS OF PUBLIC AND PRIVATE SCHOOLS NOT THE SAME

There is ample justification for the opinion that many of the problems of the public and private secondary schools are not the same.

A perusal of the facts concerning conditions in the private schools of the Association as given in Chapter I will suffice to show that in a great majority of cases these schools are not only observing the standards set up by the Association but that in many cases are far exceeding them. In the units required for graduation, training of the faculty, the teaching load of 750 pupil-periods per week, library and laboratory equipment, buildings, pupil-teacher ratio, and salaries of teachers the private schools are to a great extent ahead of the standards set by the Association. In the matter of the number of classes per day, the number of days in the school year, and the length of the class period, private schools have more difficulty in meeting the standard.

While this study does not for the most part include data concerning the public school, a reading of the proceedings of the meetings of the Association indicates clearly that these schools have much more trouble meeting standards pertaining to pupil-teacher ratio, salaries and libraries than the private schools.

A study of the private school in respect to the objectives of secondary education gives additional proof that the problems of the private schools and the public schools are not the same and the same standards cannot be adequate for both.

In the matter of health, the boarding school is supposed to exercise the same care over a student that he would receive at his own home. The problems of diet, fire protection, water supply, the purity of milk, the disposal of sewage and garbage, school infirmary, the handling of the sick, health habits, and many other items that were discussed under the chapter on Health which constitute such acute problems with the boarding school either do not enter into the public school problem at all or to a much less degree.

The relationship of the private school and the home offers many problems that do not exist with the public school. The selection of the school and the commercial aspects operate whether the private school is boarding or day. The matter of maintaining home-like conditions, proper liaison between the home and the boarding school, the 24-hour program for the students, the 24-hour program for the teachers, correspondence, spending money, homesickness and numerous other items are not acute problems with the private day school or with the public school.

The efficiency of instruction, judged by Freshman college failures, varies greatly within the different types of private schools and all of these vary from the average of the public school, two classifications having poorer and two better records than the public school average over the 5-year period that this study includes. The Southern Association would do a great service to education if the causes of these failures were ascertained and proper conditions were set up for combating the ills that exist.

In the matter of citizenship the problems of the private school are very different from the public. Judging from their statements, some educators feel that the private school is not a fit institution to train for citizenship in a democracy. The training for citizenship as far as curriculum is concerned and the practice of good citizenship as far as the boarding schools are concerned are not the same as are found in the public schools.

The problem of vocational guidance in the private school where approximately 70 per cent of the graduates go to col-

lege is obviously different from that of the public school where less than 50 per cent of their graduates go to college.¹⁰

The public schools offer no religious training; a majority of the private schools of the Southern Association are church schools whose primary reason for existing is the furthering of the interests of the Church.

The extra-curricular activities of the private school, particularly the boarding school, offer problems that are not present in a public school program. The worthy use of leisure program must be planned for the 24-hour day in the boarding school.

Other suggestions that were received in answer to the question, "How can the Southern Association better help the preparatory schools?" were as follows:

Free the private schools from the endless red tape of reports. Hold them absolutely responsible for the character of work turned out. (Eli Swavely, The Swavely School, Manassas, Va.)

Know the private school better. (Mrs. Clara Martin Poynter, Prin. Science Hill School for Girls, Shelbyville, Ky.)

By urging upon proprietary institutions the necessity of becoming schools not for profit. (Headmaster Howard Bement, Asheville School, Asheville, N. C.)

By not making the smaller schools adhere to the same regulations as the larger schools where conditions are different. By judging more on results obtained than on how obtained. (Miss Nina Pape, Pape School, Savannah, Ga.)

Accredit schools on the basis of work done by graduates. (Prin. G. Leland Green, The Berry Schools, Mount Berry, Ga.)

By the distribution of literature pertaining to private school work. (Sister Mary Agnes, Prin. Ursuline Academy, Louisville, Ky.)

By discouraging the tendency of public schools to take the backbone out of the curriculum with too many "soft" courses. (Dean Frank D. McClelland, Pikeville College Academy, Pikeville, Ky.)

There is too much standardization of schools in the Southern Association. (Prin. R. M. Brooks, St. John's College High School, Shreveport, La.)

By a more liberal attitude or change in the by-laws, especially Article X. (Paul Keegan, Director, St. Leo Academy, St. Leo, Fla.)

Appeal to colleges to pay more attention to first year men who are failing through their neglect. (Col. T. J. Roller, Augusta Military Academy, Fort Defiance, Va.)

Require membership in some accredited athletic association for eligibility in the Southern Association. (Col. C. A. Ragsdale, Branham and Hughes Military Academy, Springhill, Tenn.)

By insisting on the private schools meeting the Association standards to the letter. (Col. J. D. Fulp, Bailey Military Institute, Clinton, S. C.)

¹⁰ Chapter on Vocational Guidance.

By an attempt to secure more uniformity of grading of Freshmen. (Miss Thyrza Askew, Prin., North Avenue Presbyterian School, Atlanta, Ga.)

By avoiding over-legislation and not demanding unnecessary conditions. (P. H. Dagneau, Prin. Marist, Atlanta, Ga.)

By a better understanding of the private school problem. (N. J. Perkins, Prin. Fork Union Military Academy, Fork Union, Va.)

Make examinations the basis of college entrance. (R. McC. Perrin, Prin. New Orleans Academy, New Orleans, La.)

By knowing better the problems the private school has to meet. (Major J. E. Belka, Gulf Coast Military Academy, Gulfport, Miss.)

By allowing the Commission on Secondary Schools more self-government, less of the spirit of servitude to the universities. (Rev. P. A. Roy, Prin. Jesuit High School, New Orleans, La.)

By admitting to its Class "A" only those schools of first class scholarship and discipline. (Prin. Annie S. Anderson, Kentucky Home School for Girls, Louisville, Ky.)

By inspecting the private schools thus showing the same interest in them that is shown in the public schools. (Mary G. Hutchison, Miss Hutchison's School, Memphis, Tenn.)

By judging the private school by a high standard of efficiency as determined by records of its graduates in college or on College Entrance Board Examinations. (J. Carter Walker, Woodberry Forest School, Woodberry Forest, Va.)

By judging a school rather by the results it obtains than by its meeting small red-tape requirements. (C. G. Chamberlayne, St. Christopher's School, Richmond, Va.)

Form an athletic association with rules that will be satisfactory to both public and private schools. (Headmaster H. B. Barks, The Baylor School, Chattanooga, Tenn.)

By publishing lists of accredited schools in papers that will be more widely read. (Sister M. Vincent, St. Mary's Dominican School, New Orleans, La.)

CHAPTER XII

CONCLUSIONS

1. There are 63 private schools for boys, 62 private schools for girls and 38 co-educational private schools in the Southern Association. Among the boys schools there are 36 military and 27 non-military schools. One hundred twenty-nine of the 163 private schools of the Association have a boarding department.

2. A great majority of Southern preparatory schools do not operate for commercial gain. Less than 25% are private venture schools.

3. The church schools comprise approximately 55% of the total number of private schools and 47% of the total enrollment.

4. Approximately 42% of the Private secondary schools of the Southern Association are associated with some university, college, or junior college.

5. The standards of the Southern Association in respect to requirements for graduation, the number of days the schools are in session, the net length of class periods, the time devoted to science and the keeping of records are well met in a great majority of cases and exceeded in many.

6. More private schools have trouble meeting the standard on the number of classes taught by a teacher a day than any other that has been set up by the Southern Association.

7. Above 70 per cent of the member private schools have no class in which there are more than 30 pupils enrolled.

8. The records show that there is a successive increase in the enrollment in each grade in the private school from the seventh through the eleventh grades. Pupil distribution is not analogous to that in the public school where there is a successive decrease in the enrollment in these grades.

9. A majority of the Southern preparatory schools have a pupil-teacher ratio of 15 pupils, or less, to each teacher.

10. Approximately 5 per cent of the private school students carry a schedule under four studies. About 18 per cent of the students carry a schedule of 5 classes or more.

11. In approximately one-half of the schools, all of the members of the faculty are graduates of standard colleges. Only four schools have less than 75 per cent of the members of their faculty graduates of standard colleges.

12. One hundred fifty-three schools meet the requirements for beginning teachers; one does not. Information was lacking for 9 schools.

13. The average salary paid to teachers by the Southern Private Schools in 1928-29 by the Southern private schools was slightly over \$1900.00, approximately double the amount recommended by the Association as a minimum.

14. Only two schools have a library of less than 500 volumes. Nine schools have libraries in excess of 10,000 volumes.

15. Only five schools indicate that they have a permanent endowment.

16. Inspection of the school plants of 50 schools revealed the fact that in many cases the academic buildings of the private schools are not as good as those of the adjacent public schools, but that the campus and recreational facilities are in most cases superior.

17. The tuition charges of the private schools in the South are extremely low in comparison with the schools of the East.

18. The Southern Association has set up a standard involving the health objective, but it is not adequate for a boarding school.

19. Over 98 per cent of the member schools state that their student body is not in excess of the number for which their buildings were designed.

20. Health instruction in the Southern private school could be increased profitably.

21. Mental hygiene as a formal study does not receive much attention.

22. Only one-sixth of the schools answering the private questionnaire give formal instruction in social hygiene.

23. Approximately one-third of the schools answering the private questionnaire give formal courses in personal hygiene.

24. The use of tobacco constitutes a major problem among the schools.

25. The sleep requirements of students seem to be well met by the school schedules.

26. Living conditions in the Southern preparatory school are good for the most part.

27. Over a five-year period, 1923-24 through 1927-28, the private military schools had a Freshman failure average of 24.73%, the non-military schools for boys 20.9%, co-educational schools 12.3%, girls schools 10%. The failure average in the public schools for this period was 13.48%. The reason for private school failures in the Freshman year at college does not lie in non-compliance with the standards that have been set up by the Southern Association, for these standards are for the most part exceeded by the private schools.

28. Modifications of the standards to be applied to the private secondary schools of the South should be deliberated upon by a committee appointed by the Southern Association.

29. There is no classification of the Southern private schools, where the percentage of their graduates going to college does not exceed that of the member public schools.

30. The correlation between the percentage of graduates going to college and the percentage of Freshman failures is so low, based on the 1928 records of 703 public schools and 153 private schools, whose records were available, that it has no predictive value.

31. The writer has found no evidence that the private school students on an average are inferior in intelligence to the public school students. There is some evidence to the contrary. The range of intelligence in the private school is often greater than it is in the public school.

32. Some causes that undoubtedly contribute to the inadequate preparation of many private school graduates for college are: Lax entrance requirements into the private school,

certification of practically all private school graduates to college, lack of a proper supervising agency among the private schools, failure to keep proper case records, too much dependence upon tuition fees by the private schools, unwise selection of a college by the student, too much fraternity rushing, failure of the college to set up proper conditions for their new students, etc.

33. The several classifications of private schools offer widely different reasons as an appeal for students to attend them.

34. Extravagant claims are made by some of the private schools in an appeal for parents and students to select their school.

35. Such factors as parents visiting the school, parental support of the school, matters of student correspondence, matters of spending money and home study have received a great deal of attention from the private school. The boarding private schools in the South stress "home-like" conditions a great deal in their literature.

36. Few of the member private schools offer specific courses that are designed to contribute to intelligent and efficient home-making, except in so far as the schools for girls offer home economics. This statement is not true of the mountain and industrial schools.

37. Less than 25 per cent of the Southern private schools place any emphasis on the vocational aim of education in their catalogues, except where college preparation is considered a part of this objective.

38. There is abundant evidence that vocational guidance is not a primary objective among the private schools of the South.

39. The mountain and industrial schools give a great deal of attention to vocational guidance, in contrast to the other member schools.

40. Five Southern states require American History, or a study of the Constitution, for graduation from their secondary schools.

41. Forty-two member private schools have some form of student self-government.

42. Less than 10 per cent of the schools give the student a citizenship mark on his report.

43. There is no official evidence that the private schools in the Southern Association are undesirable from the standpoint of the state or national educational authorities.

44. There is little evidence that acceptability for membership in the Southern private schools is determined by wealth or social prestige.

45. There is evidence that co-operation between the Southern private school and other educational groups could be improved.

46. The Southern private school is doing a work that, at present at least, is not being duplicated by any other educational agency.

47. Competitive athletics constitute a major problem with the private school.

48. In the opinion of many private school men the soliciting of public school athletes by private schools has been responsible to a large extent for these two educational agencies not working together more harmoniously.

49. In a great majority of the Southern private schools the athletic director is a member of the faculty.

50. Recreational sports receive excellent attention in a majority of the Southern private schools.

51. Extra-curricula activities that are not primarily athletic or social have not received adequate attention in the Southern private school.

52. Many of the Southern private schools are making determined efforts to cultivate the good will of the people of their own locality.

53. Comparatively few schools have a fathers' or mothers' association; although, a majority of the schools have one day set aside during the school year on which an effort is made to have all parents visit the school.

54. No objective of secondary education is stressed so much in the literature of the Southern preparatory school as the formation of ethical character.

55. Eighty-five per cent of the boarding schools answering the private school questionnaire require church attendance.

56. All of the schools have religious exercises.

57. Many of the schools define their theological position in their catalogue.

58. Bible is given as a credit course in approximately one-fifth of the schools.

59. Many authorities feel that the private school has a great advantage over the public in meeting the formation of ethical character objective.

60. Forty per cent of the schools answering the private questionnaire have an honor system.

61. Many splendid creeds and codes are found among the catalogues of the member schools.

62. The heads of many of the Southern private schools realize the natural advantages and disadvantages of the private school in comparison with the public.

63. Approximately 80 per cent of the heads of Southern private schools maintain that the statement that undesirable students are largely to be found in the private schools is false.

64. Hundreds of prominent educators, ministers and men of affairs have chosen Southern private schools for the education of their sons and daughters.

65. Inter-private-school-relationships could be greatly improved.

66. Private school difficulties center largely about unfair soliciting, cutting of rates and lack of mutual confidence.

67. A majority of the heads of private schools say that the attitude of the public school toward their institution is friendly.

68. From 1896 until 1912 the private school representation within the Southern Association exceeded that of the public school. Since 1912 the relative numerical importance of the former schools in comparison with the public secondary schools has been diminishing until at present the public schools within the Association out-number the private almost five to one.

69. Article X has given the Southern private school much concern.

70. Many of the problems and objectives of the private secondary school are not the same as those of the public and the same educational standards cannot be adequate for both types of institutions.

71. The problems of the private school need recognition and study by the Southern Association.

72. Many of the heads of the Southern private schools feel that the Southern Association can best serve the interests of these institutions by setting up a separate classification for these schools analogous to that which has been established for the junior college.

73. The statistics on secondary schools published in the annual report of the Southern Association does not give all pertinent facts necessary in judging the effectiveness of private school work.

74. An extension of the study of the success of the graduates of public and private schools beyond the Freshman year in college seems advisable.

75. The real question involved is not a matter of failure averages, but rather whether the particular student has or has not profited by his being educated in the type of school of his choice.

76. Many of the private school officials think that the Freshman failure statistics of boys and girls in college should be tabulated separately.

77. It is impossible for the same standards to be adequate for the public high school and the private boarding school.

APPENDIX

SELECTED BIBLIOGRAPHY

In compiling the bibliography a great deal of help was obtained from General Standards of Supervision (Bamberger, F. E., unpublished manuscript) and Adolescent Psychology (Brooks, Fowler, D., later published by Houghton Mifflin Co.), with the permission of the authors.

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LIST OF PRIVATE SCHOOLS AND SOURCE MATERIAL

Cat. — Catalogue Received
 O. R. — Official Record of Southern Association
 Q. — Private Questionnaire
 V — Visited
 P — Presbyterian
 M — Methodist

Abbreviations used:

N. S. — Non-Sectarian
 B. — Baptist
 R. C. — Roman Catholic
 E. — Episcopal
 C. — Congregational
 Mor. — Moravian
 Mil. — Military
 N. M. — Non-Military

C. E. — Co-educational
 G. — Girls Schools
 B. — Boys Schools
 D. S. — Day School
 B. S. — Boarding School
 Assoc. — Associated with Institutions of Higher Learning

Town	School	Official Record	Q—Private Questionnaire	V—Visited	Religious Denom.	Private Venture Schools	Mill, Non-Mil., Co-ed., Girls	Boarding Day	Catalogue	Associated with Univ. Col. or Jr. Col.
ALABAMA										
Anniston.....	Alabama Military Institute.....	O. R.	Q		P			B. S.	Cat.	
Athens.....	Rivers Academy.....	O. R.	Q		M		Mill.	B. S.	Cat.	Assoc.
Birmingham.....	Loulie Compton Seminary.....	O. R.	Q		N. S.	P. V.	G	B. S.	Cat.	
Birmingham.....	The Simpson School.....	O. R.	Q		M		C. E.	D. S.	Cat.	Assoc.
Boaz.....	John H. Snead Seminary.....	O. R.	Q	V	M		C. E.	B. S.	Cat.	
Marion.....	Marion Institute.....	O. R.	Q		N. S.		Mill.	B. S.	Cat.	Assoc.
Mobile.....	Girls' Preparatory School.....	O. R.	Q	V	N. S.	P. V.	G	D. S.	Cat.	
Mobile.....	University Military School.....	O. R.	Q		N. S.	P. V.	Mill.	D. S.	Cat.	
Newton.....	Newton Institute.....	O. R.	Q		B		C. E.	B. S.	Cat.	Assoc.
Powderly.....	St. Bernard.....	O. R.	Q		R. C.		N. M.	B. S.	Cat.	
Spring Hill.....	Spring Hill High School.....	O. R.	Q		R. C.		N. M.	B. S.	Cat.	Assoc.
Thorsby.....	Thorsby Institute.....	O. R.	Q	V	N. S.		C. E.	B.	Cat.	

LIST OF PRIVATE SCHOOLS AND SOURCE MATERIAL—CONTINUED

Town	School	Official Record	Q—Private Question- naire	V—Visited	Religious Denomina- tion	Private Schools	Mil., Non-Mil., Co-ed., Girls	Boarding Day	Catalogue	Associated Col. or Jr. Univ.
FLORIDA										
Coral Gables.....	Miami Military Academy.....	O. R.	Q		N. S.		Mil.	B. S.	Cat.	
DeFuniak Springs.....	Palmer College Academy.....	O. R.	Q		P		C. E.	B. S.	Cat.	Assoc.
Green Cove Springs.....	Florida Military Academy.....	O. R.	Q	V	N. S.	P. V.	Mil.	B. S.	Cat.	
Pensacola.....	St. Michael's High School.....	O. R.	Q	V	R. C.		C. E.	D. S.		
St. Augustine.....	St. Joseph's Academy.....	O. R.	Q		R. C.		C. E.	B. S.		
St. Leo.....	St. Leo Academy.....	O. R.	Q	V	R. C.		N. M.	B. S.	Cat.	Assoc.
Tampa.....	Academy of the Holy Names.....	O. R.	Q		R. C.		G	B. S.		
Tampa.....	Sacred Heart Academy.....	O. R.	Q		R. C.		N. M.	D. S.	Cat.	Assoc.
GEORGIA										
Athens.....	Lucy Cobb Academy.....	O. R.		V	N. S.		G	B. S.		Assoc.
Atlanta.....	Marist College.....	O. R.	Q	V	R. C.		Mil.	D. S.	Cat.	
Atlanta.....	North Avenue Presbyterian School.....	O. R.	Q	V	P		G	B. S.	Cat.	
Atlanta.....	University School for Boys.....	O. R.		V	N. S.	P. V.	N. M.	D. S.		
Atlanta.....	Washington Seminary.....	O. R.	Q	V	N. S.	P. V.	G	B. S.	Cat.	
College Park.....	Georgia Military Academy.....	O. R.	Q	V	N. S.	P. V.	Mil.	B. S.	Cat.	
Gainesville.....	Riverside Military Academy.....	O. R.	Q	V	N. S.	P. V.	Mil.	B. S.	Cat.	
Locust Grove.....	Locust Grove Institute.....	O. R.	Q	V	N. S.		Mil.	B. S.	Cat.	
Mount Berry.....	The Berry Schools.....	O. R.	Q	V	N. S.		Co-ed	B. S.	Cat.	Assoc.
Mount Vernon.....	Brewton-Parker Institute.....	O. R.			B		C. E.	B. S.	Cat.	Assoc.
Norman Park.....	Norman Junior College.....	O. R.		V	M		C. E.	B. S.	Cat.	Assoc.
Oxford.....	Emory University Academy.....	O. R.		V			N. M.	B. S.	Cat.	
Rome.....	Darlington School.....	O. R.	Q	V	N. S.		N. M.	B. S.	Cat.	
Savannah.....	Benedictine School.....	O. R.	Q		R. C.		Mil.	D. S.	Cat.	
Savannah.....	Pape School.....	O. R.	Q	V	N. S.	P. V.	G	D. S.	Cat.	

LIST OF PRIVATE SCHOOLS AND SOURCE MATERIAL—CONTINUED

Town	School	Official Record	Q—Private Questionnaire	V—Visited	Religious Denomin.	Private Venture Schools	Mill., Non-Mill., Co-ed., Girls	Boarding Day	Catalogue	Associated Col., or Jr., with Univ.
KENTUCKY										
Berea	Berea Academy	O. R.			N. S.		C. E.	B. S.	Cat.	Assoc.
Bowling Green	Western Kentucky Teachers College High School	O. R.			N. S.		C. E.	D. S.		Assoc.
Campbellsville	Campbellsville Junior College High School	O. R.	Q		B		C. E.	B. S.	Cat.	Assoc.
Covington	Notre Dame Academy	O. R.	Q		R. C.		C. E.	D. S.	Cat.	
Covington	St. Walberg Academy	O. R.	Q		R. C.		G	D. S.	Cat.	
Covington	Villa Madonna Academy	O. R.	Q		R. C.		G	B. S.	Cat.	
Hopkinsville	Bethel Woman's College High School	O. R.			B		G	B. S.	Cat.	Assoc.
Lexington	Hamilton College High School	O. R.			N. S.		G	B. S.	Cat.	Assoc.
Lexington	Sayre College High School	O. R.	Q		P		G	B. S.	Cat.	Assoc.
Lexington	St. Catherine's Academy	O. R.	Q		R. C.		G	D. S.	Cat.	
Lexington	University High School	O. R.	Q		N. S.		C. E.	D. S.	Cat.	Assoc.
London	Sue Bennett Memorial School	O. R.	Q		M		C. E.	B. S.	Cat.	Assoc.
Louisville	Sacred Heart Academy	O. R.	Q		R. C.		G	B. S.	Cat.	Assoc.
Louisville	Holy Rosary Academy	O. R.	Q		R. C.		G	D. S.	Cat.	
Louisville	Loretta High School	O. R.	Q		R. C.		G	D. S.	Cat.	
Louisville	Kentucky Home School for Girls	O. R.	Q		N. S.	P. V.	G	D. S.	Cat.	
Louisville	Presentation Academy	O. R.	Q		R. C.		C. E.	D. S.	Cat.	
Louisville	Ursuline Academy	O. R.	Q		R. C.		G	D. S.	Cat.	
Lyndon	Kentucky Military Institute	O. R.	Q		N. S.	P. V.	Mil.	B. S.	Cat.	
Millersburg	Millersburg Military Institute	O. R.	Q		N. S.	P. V.	Mil.	B. S.	Cat.	
Murray	Murray Training School	O. R.	Q		N. S.	P. V.	C. E.	B. S.	Cat.	
Nazareth	Nazareth Academy	O. R.	Q		R. C.		G	B. S.	Cat.	Assoc.

LIST OF PRIVATE SCHOOLS AND SOURCE MATERIAL—CONTINUED

Town	School	Official Record	Q—Private Question- naire	V—Visited	Religious Denomi- nation	Private Venture	Mill, Non-Mil., Co-ed., Girls	Boarding Day	Catalogue	Associated With Unit, Col. or Jr.
KENTUCKY—Continued										
Pikeville	Pikeville College Academy	O. R.	Q		P		C. E.	B. S.	Cat.	Assoc.
Richmond	Eastern Normal High School	O. R.			N. S.		G	B. S.	Cat.	Assoc.
Shelbyville	Science Hill School for Girls	O. R.	Q		N. S.	P. V.	G	B. S.	Cat.	
St. Catherine	St. Catherine of Sienna Academy	O. R.	Q		R. C.		G	B. S.	Cat.	
St. Vincent	St. Vincent Academy	O. R.			R. C.		G	B. S.	Cat.	
St. Joseph	Mount St. Joseph Academy	O. R.			R. C.		G	B. S.	Cat.	Assoc.
Versailles	Margaret Hall	O. R.	Q		E		G	B. S.	Cat.	
Versailles	Massie School	O. R.			N. S.		N. M.	B. S.	Cat.	
Wilmore	Bethel Academy	O. R.	Q		M		G	B. S.	Cat.	Assoc.
LOUISIANA										
New Orleans	Academy of the Sacred Heart	O. R.	Q		R. C.		G	B. S.	Cat.	
New Orleans	Holy Cross College	O. R.			R. C.		N. M.	B. S.	Cat.	
New Orleans	Isidore Newman Manual Training School	O. R.	Q	V	N. S.		C. E.	D. S.	Cat.	
New Orleans	Jesuit High School	O. R.	Q		R. C.		N. M.	D. S.	Cat.	
New Orleans	The Louise McGhee School	O. R.	Q		N. S.		G	D. S.	Cat.	
New Orleans	Miss Miller's School for Girls	O. R.	Q		N. S.	P. V.	G	D. S.	Cat.	
New Orleans	New Orleans Academy	O. R.	Q		N. S.	P. V.	Mill.	D. S.	Cat.	
New Orleans	St. Mary's Dominican High School	O. R.	Q		R. C.		G	B. S.	Cat.	Assoc.
New Orleans	Ursuline Academy	O. R.	Q		R. C.	P. V.	G	B. S.	Cat.	
Shreveport	St. John's College High School	O. R.	Q		R. C.		N. M.	D. S.	Cat.	
MISSISSIPPI										
Gulfport	Gulf Coast Military Academy	O. R.	Q		N. S.	P. V.	Mill.	B. S.	Cat.	
Gulfport	Gulfpark College (Preparatory Dept.)	O. R.	Q		N. S.		G	B. S.	Cat.	Assoc.

LIST OF PRIVATE SCHOOLS AND SOURCE MATERIAL—CONTINUED

Town	School	Official Record	Q—Private Question- naire	V—Visited	Religious Denomi- nation	Private Venture Schools	Mil., Non-Mil., Co-ed., Girls	Boarding Day	Catalogue	Col- or, or Jr., Associated with Univ.
MISSISSIPPI—Continued										
Port Gibson.....	Chamberlain-Hunt Academy.....	O. R.	Q		P		Mil.	B. S.	Cat.	
Vicksburg.....	All Saints College (High School Dept.).....	O. R.	Q		E		G	B. S.	Cat.	Assoc.
NORTH CAROLINA										
Asheville.....	Academy of St. Genevieve of the Pines.....	O. R.	Q		R. C.	P. V.	G	B. S.	Cat.	Assoc.
Asheville.....	Asheville School.....	O. R.	Q	V	N. S.		N. M.	B. S.	Cat.	
Blue Ridge.....	Lee School for Boys.....	O. R.	Q	V	N. S.		N. M.	B. S.	Cat.	
Boiling Springs.....	Boiling Springs Academy.....	O. R.	Q		B		C. E.	B. S.	Cat.	Assoc.
Hendersonville.....	Blue Ridge School for Boys.....	O. R.	Q	V	N. S.	P. V.	N. M.	B. S.	Cat.	
Hendersonville.....	Fassifern School.....	O. R.	Q	V	N. S.	P. V.	G	B. S.	Cat.	
Mars Hill.....	Mars Hill College (H. S. Dept.).....	O. R.	Q		B		C. E.	B. S.	Cat.	Assoc.
Mountain Park.....	Mountain Park Institute.....	O. R.	Q		N. S.		C. E.	B. S.	Cat.	Assoc.
Oak Ridge.....	Oak Ridge Military Institute.....	O. R.	Q		N. S.		Mil.	B. S.	Cat.	
Oxford.....	Oxford Orphanage.....	O. R.	Q	V	N. S.		C. E.	B. S.	Cat.	
Raleigh.....	Saint Mary's School.....	O. R.	Q	V	E		G	B. S.	Cat.	Assoc.
Raleigh.....	Peace Institute.....	O. R.	Q	V	P		G	B. S.	Cat.	Assoc.
Rutherford Col.....	Rutherford College High School.....	O. R.	Q		M		C. E.	B. S.	Cat.	Assoc.
Salemburg.....	Pineland School for Girls.....	O. R.	Q		N. S.		G	B. S.	Cat.	Assoc.
Washington.....	Washington Collegiate Institute.....	O. R.	Q		M		C. E.	B. S.	Cat.	Assoc.
Winston-Salem.....	Salem Academy.....	O. R.	Q	V	Mor.		G	B. S.	Cat.	Assoc.
SOUTH CAROLINA										
Bamberg.....	Carlisle School.....	O. R.	Q		M		Mil.	B. S.	Cat.	
Charleston.....	Ashley Hall.....	O. R.			N. S.	P. V.	G	B. S.	Cat.	

LIST OF PRIVATE SCHOOLS AND SOURCE MATERIAL—CONTINUED

Town	School	Official Record	Q—Private Questionnaire	V—Visited	Religious Denomina- tion	Private Venture Schools	Mill, Non-Mil., Co-ed., Girls	Boarding Day	Catalogue	Associated Col. or Jr. Col.
SOUTH CAROLINA—Continued										
Charleston	Porter Military Academy	O. R.		V	E		Mil.	B. S.	Cat.	
Clinton	Thornwell Orphanage High School	O. R.	Q	V	P		C. E.	B. S.	Cat.	
Greenwood	Bailey Military Institute	O. R.	Q	V	N. S.		Mil.	B. S.	Cat.	
Rock Hill	Winthrop Training School	O. R.	Q	V	N. S.		C. E.	D. S.		
TENNESSEE										
Athens	Tennessee Wesleyan College									
	Preparatory School	O. R.	Q	V	M		C. E.	B. S.	Cat.	Assoc.
Chattanooga	The Baylor School	O. R.	Q	V	N. S.		Mil.	B. S.	Cat.	
Chattanooga	Girls' Preparatory School	O. R.	Q	V	N. S.	P. V.	G	D. S.	Cat.	
Chattanooga	The McCallie School	O. R.	Q	V	N. S.	P. V.	Mil.	B. S.	Cat.	
Cleveland	Centenary High School	O. R.	Q	V	N. S.		G	B. S.	Cat.	Assoc.
Columbia	Columbia Institute	O. R.	Q		E		G	B. S.	Cat.	Assoc.
Columbia	Columbia Military Academy	O. R.	Q		N. S.	P. V.	Mil.	B. S.	Cat.	
Franklin	Battle Ground Academy	O. R.	Q		N. S.		N. M.	B. S.	Cat.	
Harrogate	Lincoln Memorial Academy	O. R.	Q		N. S.		C. E.	B. S.	Cat.	Assoc.
Madison	Nashville Agricultural Normal Institute	O. R.	Q		N. S.					
Memphis	The Memphis University School	O. R.		V	N. S.		C. E.	B. S.	Cat.	Assoc.
Memphis	Miss Hutchinson's School	O. R.	Q		N. S.	P. V.	N. M.	D. S.	Cat.	
Memphis	St. Agnes Academy	O. R.	Q		R. C.		G	B. S.	Cat.	Assoc.
Nashville	David Lipscomb College				N. S.					
	High School	O. R.			N. S.		N. M.	B. S.	Cat.	Assoc.
Nashville	Duncan College Preparatory School	O. R.			N. S.			D. S.		
Nashville	Father Ryan High School	O. R.	Q		R. C.		N. M.	D. S.		
Nashville	Montgomery Bell Academy	O. R.			N. S.			D. S.		

LIST OF PRIVATE SCHOOLS AND SOURCE MATERIAL—CONTINUED

Town	School	Official Record	Q—Private Questionnaire	V—Visited	Religious Denomination	Private Venture Schools	Mil., Non-Mil., Co-ed., Girls	Boarding Day	Catalogue	Associated with Univ., Col. or Jr.
TENNESSEE—Continued										
Nashville	Peabody Demonstration School	O. R.		V	N. S.		C. E.	D. S.		
Nashville	St. Cecilia Academy	O. R.	Q		R. C.		G	B. S.	Cat.	Assoc.
Nashville	Wallace University School	O. R.	Q		N. S.	P. V.	N. M.	D. S.	Cat.	
Nashville	Ward-Belmont School	O. R.	Q	V	N. S.	P. V.	G	B. S.	Cat.	Assoc.
Pleasant Hill	Pleasant Hill Academy	O. R.	Q		Cong. M		C. E.	B. S.	Cat.	
Pulaski	Martin College Preparatory School	O. R.	Q				G	B. S.	Cat.	Assoc.
Sewerville	Murphy Collegiate Institute	O. R.	Q		M		C. E.	B. S.	Cat.	
Sewanee	Sewanee Military Academy	O. R.	Q	V	E		Mil.	B. S.	Cat.	Assoc.
Spring Hill	Branham & Hughes Military Academy	O. R.	Q							
Sweetwater	Tennessee Military Institute	O. R.	Q	V	N. S.	P. V.	Mil.	B. S.	Cat.	
TEXAS										
Austin	St. Edward's Univ. Preparatory School	O. R.	Q		R. C.		N. M.	B. S.	Cat.	Assoc.
Belton	Baylor College Academy	O. R.	Q		B		G	B. S.	Cat.	Assoc.
Brownwood	Howard Payne Academy	O. R.	Q				C. E.	B. S.		
Bryan	Allen Academy	O. R.			N. S.		Mil.	B. S.	Cat.	
Dallas	The Hockaday School for Girls	O. R.			E	P. V.	G	B. S.	Cat.	
El Paso	Saint Mary's Preparatory School	O. R.			E	P. V.	G	B. S.	Cat.	Assoc.
El Paso	El Paso School for Girls	O. R.	Q		N. S.		G	B. S.	Cat.	
El Paso	Loretto College and Academy	O. R.	Q		R. C.		G	B. S.	Cat.	Assoc.
Kerrville	Schreiner Institute	O. R.	Q		P		Mil.	B. S.	Cat.	Assoc.
San Antonio	Incarnate Word Academy	O. R.	Q		R. C.		G	B. S.	Cat.	Assoc.
San Antonio	Our Lady of the Lake Academy	O. R.	Q		R. C.		G	B. S.	Cat.	Assoc.
San Antonio	St. Mary's University Academy	O. R.	Q		R. C.		N. M.	B. S.	Cat.	Assoc.

LIST OF PRIVATE SCHOOLS AND SOURCE MATERIAL—CONCLUDED

Town	School	Official Record	Q—Private Questionnaire	V—Visited	Religious Denomina- tion	Private Schools	Mil., Co-ed., Non-Mil., Girls	Boarding Day	Catalogue	Associated Col. or Univ.
TEXAS—Continued										
San Antonio.....	Texas Military Institute.....	O. R.			N. S.					
San Antonio.....	Academy of Westmoorland College... O. R.	O. R.	Q		M		Mil.	B. S.	Cat.	
San Marcos.....	San Marcos Baptist Academy..... O. R.	O. R.	Q		B		G C. E.	B. S. B. S.	Cat. Cat.	Assoc.
VIRGINIA										
Alexandria.....	Episcopal High School..... O. R.	O. R.	Q		E		N. M.	B. S.	Cat.	
Bedford.....	Randolph-Macon Academy..... O. R.	O. R.	Q	V	M		Mil.	B. S.	Cat.	
Bristol.....	Sullins College High School..... O. R.	O. R.	Q	V	N. S.		G	B. S.	Cat.	Assoc.
Bristol.....	Virginia Interment College High School..... O. R.	O. R.	Q		B		G	B. S.	Cat.	Assoc.
Chatham.....	Hargrave Military Academy..... O. R.	O. R.	Q	V	B		Mil.	B. S.	Cat.	
Christchurch.....	Christchurch School..... O. R.	O. R.	Q		E		N. M.	B. S.	Cat.	
Danville.....	Averett College High School..... O. R.	O. R.		V	B		G	B. S.	Cat.	Assoc.
Danville.....	Danville Military Institute..... O. R.	O. R.	Q	V	P		Mil.	B. S.	Cat.	
Danville.....	Randolph-Macon School for Girls... O. R.	O. R.	Q	V	M		G	B. S.	Cat.	Assoc.
Fork Union.....	Fork Union Military Academy..... O. R.	O. R.	Q	V	B		Mil.	B. S.	Cat.	
Fort Defiance.....	Augusta Military Academy..... O. R.	O. R.	Q		N. S.	P. V.	Mil.	B. S.	Cat.	
Lynchburg.....	Virginia Episcopal School..... O. R.	O. R.	Q	V	E		N. M.	B. S.	Cat.	
Manassas.....	The Swavely School..... O. R.	O. R.	Q	V	N. S.	P. V.	N. M.	B. S.	Cat.	
Richmond.....	Collegiate School for Girls..... O. R.	O. R.	Q		P		G	B. S.	Cat.	
Richmond.....	St. Christopher's School..... O. R.	O. R.	Q		E		N. M.	B. S.	Cat.	
Staunton.....	Staunton Military Academy..... O. R.	O. R.	Q		N. S.	P. V.	Mil.	B. S.	Cat.	
Waynesboro.....	Fishburne Military School..... O. R.	O. R.	Q		N. S.	P. V.	Mil.	B. S.	Cat.	
Winchester.....	Shenandoah Valley Academy..... O. R.	O. R.	Q		N. S.	P. V.	Mil.	B. S.	Cat.	
Woodberry Forest.....	Woodberry Forest School..... O. R.	O. R.	Q	V	N. S.		N. M.	B. S.	Cat.	

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VITA

Clarence Rothwell Wilcox, son of Martha Elizabeth and William Marion Wilcox, was born in Elberton, Georgia, December 29, 1888. He was graduated from Davidson College in 1911, attended Union Theological Seminary, Richmond, Virginia, during the session 1914-15, and the University of Virginia during the summers of 1921, 1922. He taught at the McCallie School, Chattanooga, Tennessee, from 1911 until 1914, and was Associate Headmaster there 1915-1917, 1919-1921. He received the degree of Master of Arts from Davidson College in 1921 and was elected to Phi Beta Kappa. He was graduated from the Saumur Artillery School, Saumur, France, in 1918 and was appointed an instructor in this institution upon graduation. He served in the A. E. F. as Second Lieutenant, 319 F. A., Battery E. After the signing of the Armistice, he was Assistant Director of Education, American University, Gievres, France. Since 1921 he has been President of the Darlington School, Rome, Georgia. He was granted a leave of absence during the school years 1928-1930 to do graduate work at The Johns Hopkins University. He held the Peabody Scholarship in Education in 1929-1930.

On April 8, 1918, Mr. Wilcox was married to Miss Janie Blanchard Simpson, Richmond, Virginia. From this union three children have been born: Betty Gray in 1920, Janie Simpson in 1925 and Clarence Rothwell in 1926.

